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ABSTRACT

This is the fifth annual comprehensive evaluation report of Office of Education administered programs. It updates the information in the FY 1974 report in incorporating the results of 15 evaluation studies completed during FY 1975 as well as additional information obtained from program operations and monitoring activities. In addition to an overview section, the report includes highlights of studies completed in FY 1975, brief descriptions of studies still in process at the end of FY 1975, examples of the uses of evaluation studies, and descriptions of each of the programs administered by the Office of Education as of June 30, 1975. Included in the description of each program is its legislative authorization, its funding history for the last ten years, its goals and objectives, its operational characteristics, its scope, information about its effectiveness, ongoing and planned evaluation studies, and sources of evaluation data. (Author/IRT)

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INTRODUCTION

A. Background

Section 417 of the General Education Provisions Act, as amended by P.L. 93-380 dated August 21, 1974 requires that, "...the Secretary shall transmit to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Public Welfare of the Senate, an annual evaluation report which evaluates the effectiveness of applicable programs in achieving their legislated purposes..." Within the context of the legislation, applicable programs refers to all programs for which the Commissioner of Education has administrative responsibility. Section 417 further specifies the context of the report.

The legislation did not establish a new requirement but rather revised and expanded a previous mandate to provide "a report evaluating the results and effectiveness of programs and projects assisted thereunder during the previous fiscal year."

This report then, is the fifth annual comprehensive evaluation report, but the first one under the revised format. It updates the information in the FY 1974 report by incorporating the results of 15 evaluation studies completed during FY 1975 as well as additional information obtained from program operations and monitoring activities. It also provides more detail and specificity on program goals and objectives, discusses progress towards meeting these goals and objectives, identifies the principal studies supporting the conclusions about program effectiveness, and briefly describes each evaluation contract negotiated or in process during FY 1975, all information required by the new law.

In addition, this annual report incorporates the annual reports required in P.L. 93-380 by:

- Section 151 - ESEA Title I
- Section 731 - Reading Improvement Program
- Section 841(a)(7) - Bilingual Vocational Program

It should be noted that the report covers Office of Education programs as of June 30, 1975. **Budgetary, legislative,** program revisions and new evaluation data subsequent to that date are not included.

B. Funding History of Evaluation in the Office of Education

Systematic, comprehensive evaluation of Federal education programs dates back only to the summer of calendar year 1970. Primarily, this was due to the lack of appropriated funds for evaluation as well as technically qualified evaluation staff. The FY 1970 appropriation of $9.5 million was the first significant funding made available for the evaluation of OE administered programs, and sufficient funds have been available since. The following table shows the evaluation funding for the period FY 1965-1976:

	P&E Appropriation	Program Funds 1/ 2/	Total
FY 1968	$1,250,000	$ ---	$1,250,000
1969	1,250,000	---	1,250,000
1970 3/	9,512,000	4,155,000	13,567,000
1971 3/4/	12,475,000	8,724,000	21,199,000
1972 4/5/	11,225,000	3,950,000	15,175,000
1973 4/	10,205,000	9,880,000	20,085,000
1974 4/	5,200,000	5,268,000	10,468,000
1975 4/	6,858,000	11,043,000	17,901,000
1976	6,383,000	10,512,000	16,895,000

1/ Includes funds authorized from Follow Through, ESAA, Title I ESEA, PIPs, BOGs and Career Education programs.

2/ Does not include program funds used by State and local education agencies for evaluations under ESEA, Titles I, III, VII, and VIII.

3/ Does not include $5 million appropriated for grants to States for planning and evaluation under ESEA Title VC.

4/ Includes support for the Educational Policy Research Centers at Stanford Research Institute and Syracuse University Research Center. Monitorship of the EPRC's was transferred to the Office of the Assistant Secretary for Education in FY 1974.

5/ Excludes $1 million earmarked for NIE planning.

These sums, though substantial, represent less than 3 tenths of one percent of the total annual program appropriations and must cover approximately 85 legislative programs.

C. Report Content

In addition to an overview section, the report includes highlights of studies completed in FY 1975, brief descriptions of studies still in process at the end of FY 1975, examples of the uses of evaluation studies, and descriptions of each of the programs administered by the Office of Education as of June 30, 1975. Included in the description of each program is its legislative authorization, its funding history for the last ten years, its goals and objectives, its operational characteristics, its scope, information about its effectiveness, ongoing and planned evaluation studies, and sources of evaluation data.

Since not all programs have yet been the subject of formal evaluations, effectiveness information has varying degrees of "hardness" and objectivity. The best and most objective effectiveness data result from completed formal evaluation studies. Where these are not available, program operating data, audit reports, project director evaluations and reports and similar data are presented. The sources of these data are varied and represent the efforts of many units within the Office of Education as well as some organizations outside of OE. These include evaluation studies by OPBE and various contractors, data compiled by NCES, data from program managers, data from HEW Audit Agency, GAO reports, data from State and local agencies, etc. The data sources are identified. In such cases as a financial support-type program or a newly funded program, little can be said about effectiveness. In all cases every effort has been made to be factual, objective, and candid.

D. Overview of the Effectiveness of OE Programs

In assessing the overall effectiveness of OE administered Federal education programs, several constraints must be considered.

The first is the limited nature of the Federal role in American education. Both by tradition and statute, the support and conduct of education is primarily a non-Federal responsibility. At the elementary and secondary levels, the provision of educational services is largely a State and local responsibility. At the post-secondary level, the basic responsibilities are State, local and private. The education system is highly decentralized and pluralistic. Furthermore, the Federal role is limited by the comparatively small percentage it contributes to the education dollar. Nevertheless, the Federal role is important in some instances such as:

- nationwide problems which transcend the responsibility and/or capacity of State and local governments; and where failure to address these problems leads to societal costs which outweigh the costs of intervention.

- national leadership in improving the quality and relevance of American education.

- compensation where Federal activities have resulted in an economic burden on States and local government.

The second factor is that most of the Federal education programs are not administered directly by the Federal government. Rather, they are administered through State, local and private agencies. Thus, results are indirect and are dependent on the motivations, understandings and capabilities of other organizations whose goals may not be congruent with those of the Federal government, and whose perceptions of success may differ.

The third factor is the piecemeal nature of educational legislation. Over the years, educational legislation has been enacted and programs created in response to a variety of interests and needs as perceived by the Congress and various administrations. The result is approximately 85 education programs or legislative titles which cannot be easily categorized and which are difficult to fit into a rational structure. Nevertheless, in previous reports, we have attempted to group programs into three general categories:

- Programs to equalize education opportunity for groups and individuals who are at a disadvantage educationally by reason of socio-economic, social, cultural, geographic or physical and mental handicapping conditions.

- Programs to improve the quality and relevance of American education primarily through research development, experimentation, demonstration, dissemination, evaluation and training activities.

- Programs to provide limited general support to selected education functions and activities.

In assessing how well the objectives in these three categories are being achieved through the variety of programs devoted to them, in brief, it has been concluded that:

- Although the largest Federal thrust over the last ten years has been the attempt to redress various inequalities in educational opportunity, none of the programs individually or all of the programs collectively can be considered an unqualified success. Slow but substantial progress is being made, however, and more and more "success" stories about individual programs and projects are being documented. See the program description on ESEA Title I for example.

- The research, development, demonstration, dissemination, evaluation and training activities are also making slow but substantial progress. Although most of the Federal education R&D effort is the responsibility of the National Institute of Education (NIE), some of the demonstration, training and dissemination activities directly related to Office of Education programs still resides with OE. The establishment of a Joint

Dissemination Review Panel which screens proposed dissemination of exemplary, innovative or model projects provides quality control for such efforts. The insistence on objective evidence of success, coupled with systematic search for exemplary and innovative projects is beginning to increase the quantity and upgrade the quality of these materials. ESEA, Title III projects provide a good example.

. The provision of selected general support has continued to help both elementary and secondary as well as post-secondary schools in such areas as impact aid, vocational and adult education, library activities, aid to land grant colleges and limited equipment and construction programs.

E. Evaluation of Elementary and Secondary Education Programs

Most Elementary and Secondary Education programs can be grouped into three categories; programs for educationally disadvantaged children, programs for improving educational practices, and programs for desegregating school systems.

(1) Evaluation of Programs for Educationally Disadvantaged Children

Addressing the special needs and problems of educationally disadvantaged children has been acknowledged as a Federal responsibility since the landmark legislation of 1965, and a number of major Federal programs have the disadvantaged target group as their main concern. The principal program at the elementary and secondary level is Title I of the Elementary and Secondary Education Act (ESEA), a large service program intended to address the locally determined needs of the target population. Another program, Title VII of ESEA, is much more limited in scope, aimed as it is at the special education requireemnts of persons of limited English-speaking ability. Recent amendments to

Title VII (P.L. 93-380) provide a four-fold rationale for the portion of the law administered by the Office of Education: as a service program, as a demonstration program, as a training program for educators, and as financial support for the development of bilingual/bicultural materials. A third program, the Follow Through program is an experimental program not intended to serve large numbers of children but rather to provide a means for studying alternative approaches to the education of disadvantaged children. The common aspect of these three programs is that they are focused on helping children overcome factors such as poor economic circumstance and language barriers which work against equal educational opportunity. Other related programs include the Emergency School Aid Act and the Right-to-Read Program, which in part address the same concerns.

There seems little doubt that the most universal concern about the education of disadvantaged children, shared by educators and lay public alike, is that poor children, minority-group children and children of limited English speaking ability do not acquire the basic skills in language arts and mathematics as well as the general population. This educational disadvantage naturally spreads to other aspects of school performance as the children face the mastery of more complex subjects, and later the life-coping skills needed by adults.

Before proceeding to results from Federal education programs, it should be noted that the past year has seen renewed concern that children from the general population are also performing at unacceptably low levels and in some cases getting worse. Scores on college entrance examination tests (SAT and ACT) continued their yearly decline, and new reports from the National Assessment of Educational Progress (NAEP) indicated declines in student's writing skills (except for 9-year olds) and knowledge of science.

A first time report on consumer math skills shows unexpectedly low performance in that area. The results of two studies of functional literacy (NAEP and the University of Texas) indicated unacceptable levels of illiteracy for an advanced nation. A somewhat positive note from the NAEP report, however, is that the functional reading skills of 17 year olds, while low, were better in 1974 than in 1971. Morever, it was the children of parents with little or no high school education who showed the greatest improvement. Finally, an Office of Education sponsored study which drew upon standardized reading test results over the past 50 years indicated that students of today out-perform their counterparts of 20 years ago or earlier. The analysis revealed a trend of gradual improvement in reading skills from 1925 to 1965 but then a leveling off or possibly a slight decline in the past ten years.

The foregoing findings and others help to put in perspective the results from evaluations of Federal programs for the disadvantaged children. The overall picture for the general population is one of declining test scores for about the last 10 years and for grades five and above. The declines have been more pronounced at the higher grades and in recent years. Although the evidence on test scores in the early grades is less comprehensive, there are indications that there has not been a similar decline at the primary level.

Title I presently serves nearly 6 million children at a cost of $1.9 billion dollars per year. It is by far the largest single program focused on the needs of disadvantaged children. It is broad with respect to the kinds of activities which can be supported, and resource allocation decisions are largely left to local discretion subject to state approval.

There is nevertheless considerable concentration on instructional services and especially on reading in the elementary schools. Recent studies indicate that participants in Title I reading projects are achieving at an overall rate equal to or greater than the national average while they are in the projects. This result, while quite positive, does require some further explanation. The strongest data come from a national study of compensatory reading in grades 2, 4, and 6 but there is also other corroborating data (see Title I section of this report). The national study showed that, in terms of reading test scores, the gap between students participating in compensatory reading projects and their more advantaged peers narrowed between fall pre-test and spring post-test. The gap narrowed in the sense that the number of correct answers by disadvantaged students was closer to the number correct by advantaged students in the spring than in the fall.

The study also shows, however, that the typical student who received compensatory assistance was at the 16th, 14th and 19th percentiles nationally for grades 2, 4, and 6 respectively. These results suggest that despite some overall gains from compensatory reading projects during the school year, the target group children are still far below average all through elementary school.

The picture then is one in which Title I projects, when addressed to reading problems, generally seem to be effective during a given school year but in which the target population, for a variety of reasons, remains severely disadvantaged in terms of reading skills. What might seem to be a paradox has several possible explanations including student losses of skills during the summer and students leaving or being dropped from projects after one year of participation. Policy guidance must await results from on-going evaluations designed to identify the factors which continue to deny minority-group and poor children fully equal educational opportunity.

In a different way, the results from the experimental Follow Through Program are no less perplexing. The purpose of Follow Through is to seek out, in a more deliberate and systematic way than Title I, particular educational approaches which are effective with poor children. A major national evaluation plus supplementary, smaller-scale evaluations are addressed to this purpose. At this time, approximately one year away from a report of the final results, the findings are not clear-cut. Twenty different educational approaches are being tried out in grades K-3, and while it is very likely that certain approaches will show better overall results than others, it appears that no approach is so powerful than it can effectively deal with a variety of subject matter, school settings, and types of children. This may simply be another verification of the assertion that there are no panaceas in education.

Lest the foregoing results lead incorrectly to the conclusion that the answer is instruction tailored to the needs of individual students, some additional results should be cited. First, an OE sponsored longitudinal study (cited in the Title I section) found that, in the early grades, students in highly individualized programs performed less well in reading skills than did similar students in more traditional programs. (In later grades, however, neither approach had an advantage).

Preliminary results from the Follow Through experiment may also be indicative. Most of the Follow Through models stress individualization although they differ in many other respects. Results to date show that individualization certainly does not insure positive results and, in fact, the Follow Through model which is least individualized appears to be the most effective.

These results and others (e.g. recent conclusions about the curriculum called individually Prescribed Instruction in Mathematics) should not be used as a blanket condemnation of individualization but rather as a caution not to assume that greater achievement is necessarily associated with greater individualization.

Children who enter school with limited English-speaking proficiency face particular problems which Title VII of ESEA was intended to address. (Such children also participate in Title I and Follow Through.) The program is intended not only to have a direct impact upon such children but also to help remove some of the current obstacles to bilingual/bicultural education such as shortages of properly qualified teachers and acceptable instructional materials. An evaluation of the program completed in 1973 led to some of the Title VII changes in the Education Amendments of 1974 but did not assess program impact directly upon children. An on-going evaluation will do so. A study completed in 1975 identified four exemplary bilingual education projects and they are now being packaged as a means to encourage widespread replication (see subsequent section on programs aimed at improving educational practices.) Another study completed in 1975 focused on the needs of language minorities other than Spanish. Although the vast majority of children of limited English speaking ability are Spanish dominant, Title VII has projects for 43 other language groups. The study suggests several legislative and administrative changes which may be necessary to insure that the needs of all language groups are satisfied.

In summary, it appears that Federal programs for the education of disadvantaged children are beginning to have a measurable impact. However, it is also true that the problems of improving the education of such children have been more resistant to solution than was imagined when the programs began in the 1960's and that much work remains to be done.

(2) Evaluation of Programs Aimed at Improving Educational Practices

Several Federal education programs attempt, in one degree or another, to improve educational practices. Some recent OE studies shed considerable light on the process whereby schools change and how the Federal government can facilitate process.

Preliminary results from an on-going study of Federal change agent programs indicate that some of the conventional wisdom about how school districts behave when trying to solve problems is unfounded. For example, there frequently is not a broad search for alternative solutions which have been tried in other school districts, and in particular, there is usually not a strong reliance on objective evidence about the effectiveness of a given solution. Rather, a much more subjective process is usually in operation. Aside from explaining why improvements in educational practices are very gradual, this finding must certainly be considered in designing and administering Federal change agent programs. While it may be possible that, over time, school districts can be persuaded to adopt more rational decision-making processes, Federal efforts must meanwhile recognize the existing situation and work within its limitations. The foregoing results and many others are discussed in detail in a major interim report on Federal change agent programs (see subsequent ESEA Title III section of this report).

Some preliminary results are also available from a new program specifically designed to package and disseminate exemplary educational practices. Six operating compensatory education projects, well-tried and carefully evaluated, were packaged by OE in how-to-do-it form. Seventeen school districts across the country have used the packages to install and operate the projects in their own schools and OE is now evaluating the results of their efforts. One clear finding at this time is that the packages can be used by schools to faithfully replicate exemplary projects with a minimal amount of outside technical assistance. Although staff at replicating sites did express a desire for personal contact or communication with other project users for reassurance. The packages were well received and by mid-year the schools regarded the projects as their own, an important finding because the change agent study cited earlier found that school districts are frequently skeptical of projects originating outside their boundaries. The impact of the replicated projects on the achievement levels of participating children will be reported next year. If packaging is successful, it promises to be a low-cost means of accelerating the spread of effective compensatory education as well as other educational practices.

(3) Evaluation of Programs for Desegregating School Systems

The Office of Education has no direct involvement in causing school systems to desegregate, but once they begin taking such steps two programs of aid are available. The older and monetarily smaller program is Title IV of the Civil Rights Act; it is intended to provide training and technical assistance related to problems incident to school desegregation.

An evaluation study of Title IV, being conducted under contract to the Office of Education by the Rand Corporation, is nearing completion. The evaluation examines the four types of Title IV aid: General Assistance Centers, State Education Agency desegregation units, Training Institutes, and direct-funded Local Education Agencies. The evaluation describes these alternative systems for delivery of school desegregation services and examines the unique conditions for successful operation of each type.

The second program addressing the needs of desegregating school districts is the Emergency School Aid Act (ESAA) and it is focused more directly on the needs of children than Title IV. The purpose of the program is to encourage the elimination, reduction or prevention of minority group isolation, to meet the needs incident to the elimination of segregation and discrimination, and to help overcome the educational disadvantage of minority group isolation in elementary and secondary schools. Two sub-programs, Basic Grants and Pilot Programs, account for 79% of ESAA funds and are the subject of an on-going, three-year evaluation. School districts operating Pilot projects are required to use the funds to improve basic skills, and many Basic projects have components with the same objective.

Preliminary ESAA Year I findings indicate that the grant award process effectively targeted funds to educationally needy school districts; school districts targeted ESAA funds to needy schools; schools, in turn, focused their ESAA funds on basic skill programs directly related to student needs; and finally, at least at the elementary level, the intensity of basic skill services received by students was directly related to the severity of their needs.

Interim impact evaluation results were based upon a comparison of achievement test results in ESAA funded schools and similar, non-ESAA funded schools. Although there were no overall differences, both kinds of schools showed achievement gains above those expected for children of similar economic and ethnic group membership. Analysis also indicated that there were few differences in total school funding or program characteristics between ESAA and non-ESAA schools within the same school district. This suggests that the ESAA-type services were provided in unfunded schools with local or State funds. While the observed achievement gains cannot be directly attributed to ESAA at this time, the evaluation does provide evidence, similar to that for Title I cited earlier, that basic skill programs directly related to student needs are working.

Another interim finding is that the reduction of minority group isolation, an objective of the Basic Grants program, was small. Only 20% of the districts in the evaluation sample achieved any significant reduction during the first year of the program. This is probably due to the fact that very few of the grantees were newly desegregating school districts. Most had completed their major desegregation moves prior to receiving an ESAA award.

F. Evaluation of Education Programs for the Handicapped

The several programs authorized under the Education of the Handicapped Act have had one or more of three basic purposes: (a) provision of direct services, (b) development and demonstration of new technologies, teaching methods, and materials, and (c) development of Special Education manpower. In each of the programs, the role of the Federal government has been a stimulative one, whereby "seed" money is provided to States and other grantees, in order to stimulate increases in both the quantity and quality of services provided to handicapped children. The strategy for evaluating programs for the handicapped has been designed to determine if the programs have accomplished their specific purposes and, more generally, have had the desired stimulative effect. Accordingly, evaluation studies have been of two kinds:

(a) those designed to obtain objective data on the impact and effectiveness of specific programs, particularly those which represented a major Federal investment of funds;

(b) those designed to provide policy-relevant, planning information to enable the Federal government to target its resources more effectively.

Studies of the first type have, in general, demonstrated that these programs have accomplished their specific purposes. However, attempts to demonstrate that those programs that have been studied (State Grants, Manpower Development) have the desired stimulative effect have been inconclusive. Efforts to isolate the stimulative effect and to demonstrate a causal relationship attributable to Federal programs have been complicated by forces outside the span of control of Federal program managers. Examples of these forces range from increasingly effective lobbying efforts by parent and professional groups with special interests in education of the handicapped to court cases which have demonstrated that handicapped children have not had equal access to educational opportunity. Because of these events, resources for the handicapped have increased and there has been a corresponding gradual increase in the number of handicapped children receiving services. As noted above, the degree to which Federal programs have contributed to this increase has not been determined. Furthermore, it appears that further attempts to demonstrate this effect may be fruitless because recent legislation has resulted in a significant redefinition of the Federal role in education of the handicapped.

The just-enacted Education of All Handicapped Children Act of 1975, P.L. 94-142 amends EHA, Part B in the following ways:

(a) It explicitly states that Federal policy is to assure access to free, appropriate, public education for all handicapped children by the States;

(b) It specifies that the most severely handicapped and the unserved shall be served first;

(c) It indicates that they are to be served in the least restrictive environment consistent with their needs and abilities;

(d) It specifies that each child shall have the benefit of annual, individualized evaluation and prescription.

This redefinition of the Federal role has a number of implications for future evaluation studies of handicapped programs which, due to the recency of the Act, are not yet clearly developed. However, in general, the following represents future evaluation considerations:

1) The emphasis on equal access in the 1975 Act requires that the primary index of impact be the progress made by States in providing educational services to all handicapped children; in the past, the main index of impact has been changes in educational achievement:

2) Studies of handicapped programs, other than Part B, should have, as a primary focus, the objective of determining to what degree each program contributes to the newly-defined Federal role. That is, the new Part B program has objectives of truly major scope; in order to meet objectives, most other Federal education programs for the handicapped will have to be measured in terms of the degree to which each contributes to the accomplishment of Part B objectives;

3) The new program places a heavy responsibility on State Education Agencies (SEA's), Intermediate Education Units (IEU's), and Local Education Agencies (LEA's), for coordinating resources and service delivery systems. The evaluation strategy will have to include assessment of the efforts of these agencies to accomplish the legislative objectives;

4) The activities which Federal program managers will control are primarily those of (a) insuring that the States comply with the requirements of the legislation, and (b) providing technical assistance to the various agencies, especially SEA's, which have the primary responsibility for delivery of services. As part of the Commissioner's responsibility to assess and assure the effectiveness of the implementation of the Act, the compliance and technical assistance activities of Federal managers will be a major focus of evaluation studies;

5) A new dimension will be added to the evaluation strategy in that Federal evaluators also need to provide technical assistance to the States so that the States can evaluate their own efforts and those of the IEU's and LEA's; and

6) Finally, studies of the effectiveness of State and local fiscal decision-making will assume a greater prominence in the evaluation strategy. That is, the States which are most successful in achieving the legislative objectives will be those which allocate State resources and coordinate and influence the allocation of local resources to achieve maximum coverage of children.

G. Evaluation of Programs for Career, Occupational and Adult Education

The common purpose in all of these programs is to enable individuals served by them to select and be prepared for an appropriate occupation and to be gainfully employed. At present, the emphasis in Career Education is an orientation to a broad range of appropriate occupations and initiation of the indivdual selection process. Vocational Education on the other hand concentrates on specific knowledge and training needed for selected occupations. Adult Education concentrates primarily on those who are prevented from obtaining the benefits of successful employment at higher skill levels because they lack the basic language and computational skills necessary and/or a high-school diploma.

Programs in this category are of two basic types: (1) State-administered Federal programs, i.e., those in which Federal funds are allocated to States on a formula (nondiscretionary) basis with the States making the decisions on how these funds are to be used, and (2) the Commissioner's discretionary programs in which allocations of funds are made through competitive awards of grants. A number of studies reported in past Annual Reports and several studies in process have focused on the nondiscretionary programs. The first study of the effectiveness of a discretionary program was completed this past year. (Vocational Education Exemplary Projects).

In general, studies of the nondiscretionary programs demonstrate these programs to be effective when the index of effectiveness is educational achievement. That is, most individuals who receive vocational education services, supported by these programs, accomplish the desired educational objectives. However, both USOE evaluation studies and a GAO study indicate that when indices of managerial effectiveness are used, maximum impact is not achieved by these programs because of inefficient management practices. The

GAO study states that this deficiency exists at the Federal, State, and local levels, and suggests that greater attention to systematic coordinated planning at all these levels would increase the impact of Federal funds. Almost all USOE studies include the same recommendation. As has been noted, however, State and local agencies are independent entities which Federal managers can neither control nor coordinate. Thus, recommendations for improving Federal programs, which require State and/or local actions, are difficult if not impossible to implement by Federal managers alone.

The one discretionary program studied was the Vocational Education Exemplary Projects Program authorized by VEA, Part D. As implied in the title, the purpose of this program is to develop and demonstrate exemplary vocational education practices. The projects evaluated were those in the first three-year cycle of funding. The basic rationale was that an evaluation of the first three-year projects would lead to improved implementation of the program during subsequent years and would help local districts to replicate successful activities. Since the Part D effort was closely associated with early efforts in career education, it was also expected that the information obtained would assist in further defining and operationalizing this concept. The findings of this study indicated that the program had not had the desired impact. In general, the negative findings were attributed to a lack of clearly-defined objectives, definitions, managerial requirements, and procedures at both the Federal and local levels. To correct these problems, a number of steps have been initiated by program managers. These include a redefinition of criteria for selection of new grantees, increased monitoring of project activities including technical assistance to improve project management practices, and the development of evaluation methods with which project directors (grantees) can assess their own activities.

H. Evaluation of Developmental Programs

The programs grouped under this broad category are generally regarded as resource development programs and programs that deal with special problems, although these groupings are not very precise. Included are: Teacher Training Programs, the Right To Read Program, Library Programs, Indian Education, Educational Television, and those listed under the Special Projects Act, Title IV, P.L. 93-380 (Metric Education, Gifted and Talented Children, Community Schools, Consumers' Education, Women's Equity in Education, and Arts in Education).

Teacher Training

With the exception of Teacher Corps, most teacher training programs have been or are being phased out because of the surplus of teachers. Teacher Corps itself is being redirected from training of new teachers to retraining.

In the area of Teacher Training, a study of graduates of the sixth cycle of Teacher Corps has been completed. The study showed that Teacher Corps graduates were superior to control group teachers on many of the teacher performance variables desired by Teacher Corps. The Teacher Corps graduates were most different from control group teachers in terms of (a) developing ethnically relevant curricula, (b) using community resources in teaching and initiating contact with parents, and (c) having positive attitudes about reading development and causes of poverty in the society. These variables reflect a special concern about low-income minority group children on the part of Teacher Corps. However, there were no differences in such areas as being a change agent in the school or the interaction between teacher and pupils in the classroom, as assessed by the teacher performance measures used in the study. Further, there were no significant differences between Teacher Corps and control group classes on any reading measure, despite a greater emphasis on reading instruction and academic subject matter on the part of control group teachers in grades 2-3. Teacher Corps graduates, however, were able to bring about changes in a child's self-concept that were significantly greater than changes brought about by control group teachers. These changes consisted of observed expressions of greater happiness and greater self-worth in the classroom, and better scores on important subscales of the Piers-Harris self-concept scale.

Educational Television

Because USOE has not had a clear definition of the Federal role in education television programming, a planning study was initiated. Among the more important findings was that the common USOE practice of limiting grants to three years is counter-productive. It was found wasteful to pay the tremendous start-up costs of a high-quality purposive television series for a single broadcast season, and then withdraw support to fund other projects. A fair market trial can take four to five years. Experience at the Children's Television Workshop (CTW) indicates that it takes one to two years just to prepare a major purposive series for national distribution, and then it takes two to three years of promotion and remake to determine how well it can do in the marketplace, and whether or not it can develop convincing levels of consumer demand for continued services. A limited-channel distribution system can only accept a limited number of series. These few should be well-funded in the first place, and funded for a sufficient length of time to provide a fair market trial. At present, there is no apparent policy answer to the question of continuing support in case an experimental series succeeds.

The Right To Read Program

This has been a catalytic, demonstration program intended to stimulate a national effort to eliminate functional illiteracy. As such, there was and is expectation that it would have impact beyond the level normally expected for a program of its size. It is anticipated that this general strategy will be continued in the future. However, the Education Amendments of 1974 (P.L. 93-380) created the National Reading Improvement Program. Though this program, as defined in the legislation, appears to be similar in goals and structure to the current Right To Read Program, there are some differences e.g., the State Grants Program which may revise some major program thrusts.

Library Programs

Recent studies have indicated that Federal library programs have been successful in delivering library services to special target groups and that the Federal programs have stimulated State, local, and private support both for public and school libraries. The studies have also indicated that the Federal presence has been important in providing coordination and direction to State and local efforts.

Indian Education

P.L. 93-380 enacted an expanded Indian education program. Most efforts so far have focused on implementation including the development of regulations and the establishment of a data base and information system. The program is still too new for assessment.

Special Projects

Section 402 of P.L. 93-380 created the Special Projects Act which authorized the Commissioner to carry out special projects through grants and contracts:

"(1) to experiment with new educational and administrative methods, techniques, and practices;

(2) to meet special or unique educational needs or problems; and

(3) to place special emphasis on national educational priorities."

The following programs were included under the Act:

A. Education for the Use of the Metric System of Measurement

A program to encourage educational agencies and institutions to prepare students to use the metric system of measurement.

B. Gifted and Talented Children

A program for the education of gifted and talented children through grants to the States for such purpose.

C. Community Schools

A program of grants to local educational agencies to assist them in planning, establishing, expanding, and operating community education programs.

D. Career Education

A program to assess, and to encourage establishment and operation of, career education programs.

E. Consumers' Education

A program of grants and contracts designed to provide consumer education to the public.

F. Women's Equity in Education

A program of grants and contracts designed to provide educational equity for women in the United States.

G. Arts in Education Programs

A program of grants and contracts designed to assist and encourage the use of the arts in elementary and secondary school programs.

With the exception of the Career Education Program, which is discussed above under Occupational Programs, none of these programs have been evaluated because of their newness. However, there is a mandated study in process on sex discrimination in education. This is being carried out by the National Center for Educational Statistics.

I. Evaluation of Postsecondary Education Programs

In trying to assess the overall effectiveness of postsecondary programs a somewhat different approach than that used for other OE programs is necessary. The overriding purpose of Office of Education postsecondary education programs is to enhance educational opportunity. The principal Federal strategy in pursuit of these goals is to provide funds for student assistance, both directly to students and indirectly through states and institutions of postsecondary education with the assumptions that needy students should be aided first and that students will bear some of the responsibility of financing their education.

The principal forms of student assistance are grant programs (BEOG, SEOG, SSIG) which provide non-returnable aid and accounted for 36.5% of the total higher education budget of $2.5 million in FY 1975; self-help programs (CWS, Coop Ed, GSLP, NDSL) which accounted for 52.3%; service programs (Talent Search, Upward Bound, Special Services to Disadvantaged Students, Educational Opportunity Centers) aimed at recruiting, counseling, and tutoring disadvantaged students both prior to and once they are enrolled in postsecondary institution and made up 2.8% of the total; and finally institutional programs, primarily the Developing Institutions program, which makes up the remainder at 8.3%.

The following section explores how well the stated goals are being met and how well these programs are working.

The Impact of Student Assistance Programs

There are a number of approaches that can be used to view the impact of Federal student assistance programs. The two used in this evaluation report utilize participation or college going rates of different kinds of students and the net price also adjusted for student characteristics. These are discussed in some detail below.

(1) Participation Rates

At the outset of this discussion it should be made clear that while participation rates are a readily available and commonly employed measure of how young people are accessing, choosing among and persisting in institutions of postsecondary education, they are not measures of the distributions of educational opportunity. Rather, they are measures of the results of young people's response to whatever educational and non-educational opportunities in fact exist. Differences in these rates by student or family characteristics (such as income, sex, ethnicity, or state of residence) should not by themselves be taken as evidence of a lack of opportunity or as evidence that student aid programs are not importantly impacting on educational opportunity.

Nonetheless, such rates do describe important features of the context in which the student aid programs operate.

Table I attempts to show where we are in access terms using participation rates based on the National Longitudinal Survey of the High School Class of 1972.

Table I

Distribution of 1972 High School Seniors in Study vs. Non-Study Activities in October 1972, By Level of Family Income

Family Income	Voc./Tech. Training No	Voc./Tech. Training %	2 Yr. Inst. No	2 Yr. Inst. %	4 Yr. Inst. No	4 Yr. Inst. %	Unclassifiable No	Unclassifiable %	Not Studying No	Not Studying %	Total No	Total %
	Activity											
$0-3,000	10,608	8.8	11,771	9.7	21,402	17.7	4,557	3.8	72,551	60.0	120,889	100
3,000-5,999	25,234	10.5	34,332	14.3	42,847	17.9	7,272	3.0	130,248	54.3	239,933	100
6,000-7,499	24,007	10.6	33,258	14.6	44,831	19.7	6,945	3.1	118,379	52.1	227,420	100
7,500-8,999	22,569	10.4	32,192	14.8	50,525	23.2	4,632	2.1	108,124	49.6	218,041	100
9,000-10,499	28,709	10.1	43,139	15.2	82,287	29.0	8,385	3.0	121,430	42.8	283,950	100
10,500-11,999	20,584	9.3	37,853	17.0	56,956	25.6	6,461	2.9	100,542	45.2	222,396	100
12,000-13,499	17,122	8.0	37,583	17.5	67,535	31.4	5,232	2.4	87,693	40.8	215,165	100
13,500-14,999	12,970	7.8	28,527	17.1	59,044	35.4	3,547	2.1	62,879	37.7	166,967	100
15,000-17,999	18,394	8.5	42,685	19.7	85,582	39.5	4,447	2.1	65,844	30.4	216,906	100
18,000 or more	18,138	5.2	58,970	16.9	182,901	52.3	6,572	1.9	83,246	23.8	349,828	100
Income Unknown	70,483	9.0	123,844	15.8	200,191	25.6	21,450	2.7	365,945	46.8	781,914	100
Total	268,773	8.8	484,154	15.9	894,102	29.4	79,499	2.6	1,316,861	43.3	3,043,395	100

Source: "Entry into and Continuance in Postsecondary Education of the National Hish School Class of 1972", A report prepared by Research Triangle Institute for NCES.

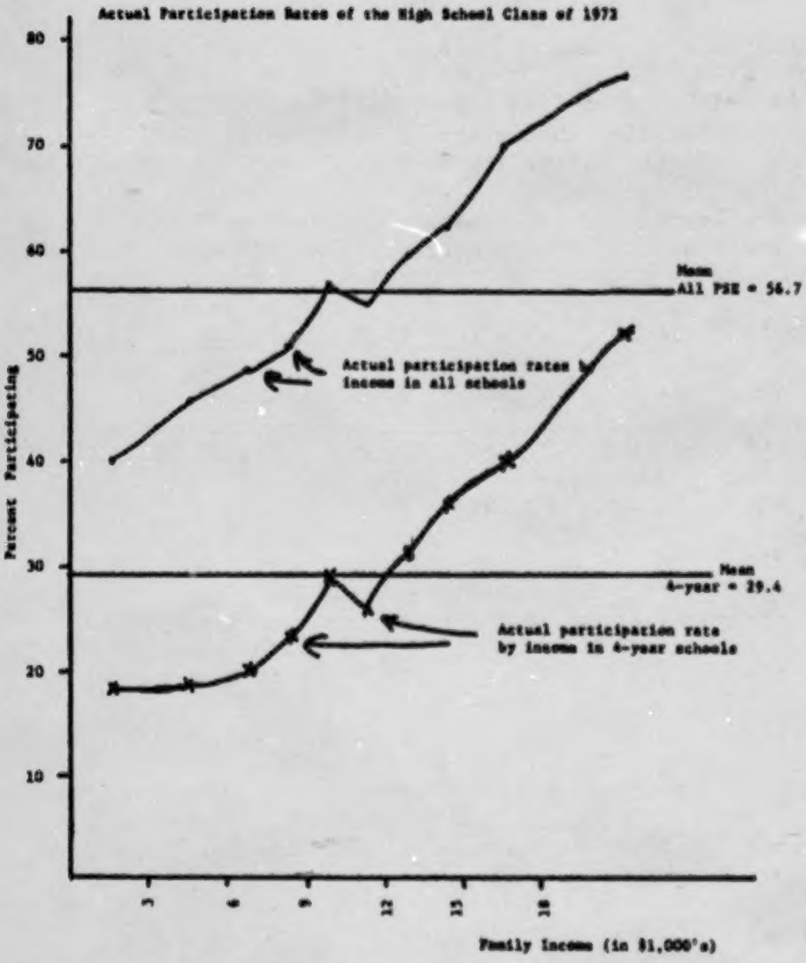
The "not studying" columns in this table indicate that participation in postsecondary study activities is directly related to the level of family income, with only 40.0 percent of the $0-3,000 income class engaging in such activities as compared to 76.2 percent of the $18,000-or-more income class. Figure 1 graphically displays the participation rate data of Table I for all types of institutions derived from the "not-studying" columns and compares these data to the mean participation rate for all income classes. As can be seen, the relationship between income and participation is striking.

The data in Table I and in Figure 1 also indicates that the increasing proportions engaged in postsecondary study activities at higher income levels is principally a function of increases in the 4-year college going rates with income. For example, only 17.7 percent of the lowest income bracket attend 4-year institutions while over 50 percent of the highest income class falls into this category. For other postsecondary education categories the differences by income class are not significantly marked.

Table II shows the distribution of students by income and institutional type and includes only those members of the high school class of 1972 who were engaged in some form of study activity in October 1972. This table gives a somewhat clearer picture of choice of institutional type.

Figure 1

Actual Participation Rates of the High School Class of 1972



Source: Calculated from Table I

Table II

Distribution of 1972 High School Seniors in Study Activities in October 1973, By Level of Family Income and Institutional Type

Family Income	Voc./Tech. Training		2-Year Inst.		4-Year Inst.		Total	
	No	%	No	%	No	%	No	%
$0-2,999	10,608	24.2	11,771	26.9	21,402	48.9	43,781	100
3,000-5,999	25,234	24.6	34,332	33.5	42,847	41.8	102,413	100
6,000-7,499	24,007	23.5	33,258	32.6	44,831	43.9	102,096	100
7,500-8,999	22,569	21.4	32,192	30.6	50,525	48.0	105,286	100
9,000-10,499	28,709	18.6	43,139	28.0	82,287	53.4	154,135	100
10,500-11,999	20,584	17.8	37,853	32.8	56,956	49.4	115,393	100
12,000-13,499	17,122	14.0	37,583	30.7	67,535	55.2	122,240	100
13,500-14,999	12,970	12.9	28,527	28.4	59,044	58.7	100,541	100
15,000-17,999	18,394	12.5	42,685	29.1	85,582	58.4	146,661	100
18,000 or more	18,138	7.0	58,970	22.7	182,901	70.3	260,009	100
Income Unknown	70,483	17.9	123,844	31.4	200,191	50.7	394,518	100
Total	286,773	17.2	484,154	29.1	894,102	53.7	1,665,029	100

Source: Calculated from Table 1.

Differences are particularly striking for vocational/technical and 4-year institutions. While about a quarter of those students from the lowest income categories attend a vocational/technical institution, only seven percent of the highest income bracket attend these institutions. On the other hand, while less than half of the students from the four lowest income brackets attend four-year institutions, over 70 percent of the students from the highest family income groups attend these institutions. Stated differently, the $18,000-or-more income class constitutes 15.6 percent of the population but accounts for 20.5 percent of those members of the high school class of 1972. The lowest two income brackets account for 12.5 percent of the high school class attending vocational/technical institutions, although they constitute only 8.8 percent of the group engaging in some form of post-secondary study.

Other data on the high school class of 1972 indicate that once post-secondary education is entered, retention rates do not differ significantly by income class. For example, at the lowest income level the percentage not engaged in study activities in October 1972 increased by 11.3 percentage points in October 1973 while the corresponding percentage-point increase of the highest income group was 10.3. Thus, the inequality of participation that exists immediately after high school tends to persist over time but does not appear to worsen significantly.

(2) Net Price

Another view of equality of educational opportunity is stated in terms of net price. Net price is defined as college cost minus the sum of family contribution and grant aid. Equality of access exists when students, up to a target income level, face the same net prices for various cost levels. Net price is equalized for all income groups up to the target income inclusive. At the higher incomes no grants are received, but net price falls as family contribution increases. Thus, using grants to offset differences in family contributions, student assistance programs can equalize resources to overcome the principal economic barrier to accessing postsecondary education.

With higher cost schools the grant portion of the aid package is usually increased, but not in proportion with the increase in cost. Students attending higher cost institutions will face higher net prices, but still prices that do not vary by family income until the target income level is surpassed. Thus, institutional choice as well as access is equalized when grant programs combined with the family contribution equalize net price.

(3) Empirical Analyses of Net Price

A second approach to viewing the impact of Federal program's equality of access and choice is to determine if financial barriers have been removed, that is, equalizing net price to students, and to what degree. Unfortunately data to determine if differences in net price effect participation rates are not readily available although a currently funded study is attempting to determine how many students do not attend college because of price./1 Rather this analysis focuses on equalization of opportunity for students currently enrolled.

/1 See studies sited in program description sheets for student aid programs cited below (pp. 263-292)

NLS data for FY 1974 in Table III show a remarkable consistency across income classes in the actual net prices paid by full time post-secondary students for most of the different expense levels. This is an important finding given the availability of aid and the diversity of distribution methods used for these programs. For example, of the Federal student grant programs, only the Basic Grant Program distributes aid directly to the student on the basis of need alone. Other programs such as Supplemental Grants (SEOG) are awarded through the institution or, like Veterans Educational Benefits, are awarded directly to the student on a non-need basis. Further, those states which have grant programs, and private agencies which award grants, use a variety of distribution methods.

This consistency is especially apparent up to an annual family income level of $12,000. (Most Office of Education sponsored aid is targeted on students at this family income level or below). Although this is somewhat more apparent at the lower than at the higher expense levels, it is nonetheless true that out of 36 income/expense categories covered only three or four appear to be significantly different from the mean for the particular cost level and the less-than-$12,000 income group. This can be seen by comparing the net prices paid by students in a particular income/expense category (Columns 1-6) to their weighted means (Column 7).

Remembering that net price equals expenses minus the sum of family contributions and grant aid, the reason for the consistency of net-price

Table III

Distribution of 1972 High School Seniors in Study Activities in October 1973 by Family Income and Total Educational Expense

Ranges of Family Income

Ranges of Total Costs	(1) 0-2,999	(2) 3,000-5,999	(3) 6,000-7,499	(4) 7,500-8,999	(5) 9,000-10,499	(6) 10,500-11,999	(7) 0-11,999	(8) 12,000-13,499	(9) 13,500-14,999	(10) 15,000-17,999	(11) 18,000 or more	(12) 12,000 or more	(13) Total
$0-1,500													
Net Price	203	208	149	210	202	182	193	154	186	160	122	149	173
Contribution	835	874	940	905	938	954	913	1,020	968	1,027	1,071	1,031	966
Grants	115	93	65	50	51	47	67	29	40	19	23	26	48
Total Cost	1,154	1,177	1,155	1,166	1,191	1,183	1,174	1,205	1,194	1,207	1,217	1,208	1,189
$1,501-2,000													
Net Price	536	556	494	508	554	419	510	495	427	403	326	399	460
Contribution	792	896	1,012	1,044	1,082	1,192	967	1,136	1,222	1,293	1,424	1,283	1,151
Grants	485	320	249	242	138	188	241	148	114	93	57	95	175
Total Cost	1,814	1,773	1,756	1,794	1,775	1,799	1,782	1,779	1,764	1,789	1,808	1,789	1,786
$2,001-2,500													
Net Price	724	888	826	820	706	730	778	684	807	635	543	639	712
Contribution	744	778	962	1,046	1,266	1,214	1,041	1,371	1,314	1,462	1,616	1,478	1,253
Grants	777	600	472	390	277	325	435	210	144	174	118	152	299
Total Cost	2,245	2,268	2,260	2,256	2,250	2,271	2,256	2,267	2,266	2,272	2,277	2,270	2,265
$2,501-3,000													
Net Price	990	954	1,030	885	925	978	957	808	819	853	620	739	847
Contribution	788	1,047	1,079	1,303	1,320	1,413	1,204	1,567	1,660	1,666	2,079	1,823	1,511
Grants	1,012	757	651	564	498	398	606	407	345	240	115	240	422
Total Cost	2,791	2,760	2,761	2,753	2,744	2,791	2,767	2,783	2,825	2,760	2,815	2,802	2,782
$3,001-4,000													
Net Price	1,142	1,106	1,146	1,429	1,351	1,167	1,231	1,150	1,210	1,006	552	807	969
Contribution	819	765	1,344	1,206	1,482	1,708	1,277	1,709	1,851	2,191	2,725	2,334	1,728
Grants	1,478	1,586	966	832	635	588	948	640	442	302	275	363	575
Total Cost	3,443	3,458	3,451	3,468	3,469	3,463	3,457	3,499	3,504	3,501	3,554	3,528	3,273
$4,001-9,900													
Net Price	1,798	2,010	1,839	1,488	1,913	1,798	1,813	1,424	1,739	1,123	765	980	1,237
Contribution	1,231	1,142	2,271	1,744	1,477	1,875	1,663	2,336	2,117	3,165	4,156	3,603	3,011
Grants	2,016	2,194	1,094	1,631	1,764	952	1,563	1,068	1,127	671	239	482	814
Total Cost	5,036	5,347	5,196	4,865	5,155	4,626	5,040	4,829	4,984	4,960	5,162	5,066	5,063
All Costs													
Net Price	611	701	689	483	709	645	680	608	689	597	472	599	620
Contribution	812	882	1,109	1,096	1,176	1,257	1,084	1,344	1,374	1,643	2,176	1,774	1,428
Grants	620	606	427	400	346	290	429	277	239	204	135	194	311
Total Cost	2,044	2,169	2,227	2,179	2,233	2,193	2,192	2,231	2,303	2,445	2,784	2,528	2,360

Source: National Longitudinal Survey of the High School Class of 1972.

is obvious--family contributions are directly related to family income and grant aid is inversely related to income. These relations generally hold for all expense levels.

While net prices tend to be equalized, given equal expenses, for students from families in the less-than-$12,000 income group, there are still substantial differences between the lower (less-than-$12,000) and higher ($12,000-or-greater) income groups. These differences can be easily observed by comparing the net prices in Column 7 with those in Column 12. As can be seen, the differences are substantial at the higher expense levels. The decline in net price that occurs within the $12,000-or-greater income level (averaging 22 percent) and between the less-than-$12,000 and the $12,000-or-greater income level (averaging 41 percent) is principally a result of the fact that the rise in family contribution with income is not offset by a corresponding rise in grant aid at the lower income levels.

Thus, in spite of the fact that substantial differences persist between net prices at higher and lower family income levels and among higher and lower cost institutions, it is nonetheless apparent from these data that grant aid programs available in FY 1974 have been reasonably successful in equalizing net price to students currently enrolled regardless of income up to the income level of $12,000 *in schools of similar costs*.

It should again be pointed out that these data are for young people who actually chose to enter postsecondary education. Therefore, we cannot say with any degree of certainty that the net prices faced by all potential postsecondary education entrants were as close to being equalized as these data suggest.

The data in Table III on the consistency of net price across income categories also suggest that factors other than financial constraints contribute to differences in postsecondary participation rates among income classes. Thus, given the aid programs available in FY 1975 to most lower income students, it seems clear that the problem of accessing postsecondary education may not be purely financial, and in fact an argument can be made that non-financial barriers may be more important. What the problem is (if, indeed, there is a problem) is a matter of debate.

The Impact of Special Programs for Disadvantaged Student

While student grant aid and self-help programs can be judged in terms of their impact on equalizing financial barriers to obtaining an education at schools of varying cost and students of varying incomes, other Federal programs are aimed at removing barriers to access and persistence of a non-financial nature. The target groups for these programs are disadvantaged young people with academic promise who demonstrate low motivation and aspiration for their ability levels. The programs attempt to identify these young people and provide them with financial aid information, counselling, and tutorial assistance, to encourage them to enter and persist in postsecondary education. Present programs focus on students both at the pre-college and college levels. Current funding levels allow for serving 5% to 10% of the potential clients. /2

/2 See Program Description Sheet for detailed discussion of the Upward Bound, Talent Search, Special Services, and Education Opportunity Center Programs

At the college level, analysis of data from a recent study on high school completion and postsecondary education entry for the Upward Bound participants and a similar, but non-participating, comparison group of students reveals the following outcomes:

(1) There was no significant difference in high school completion for the two groups, with both having about a 70 percent probability of high school graduation;

(2) There were large positive differences in favor of Upward Bound (UB) in entry to postsecondary education, with about 71 percent of the UB high school graduates in 1974 enrolling in postsecondary education versus about 47 percent of the comparison group.

(3) The probability of both high school completion and postsecondary entry shows sharp differences between the UB and comparison groups, and among the UB students depending upon length of time in Upward Bound. Although the comparison groups of students showed a 32 percent probability of high school completion and postsecondary entry, UB participants who entered UB in grade 10 (or earlier), grade 11, and grade 12 showed probabilities of high school completion and postsecondary entry of 60 percent, 53 percent, and 47 percent respectively.

An assessment of the performance and retention of these two groups of students in postsecondary education is planned to begin late in FY 1976.

At the postsecondary level the empirical findings of the study of the Special Services Programs show neither a positive nor a negative impact on disadvantaged students. The most reliable pre-college predictor of later academic success has traditionally been previous academic performance. No evidence was found that participation in support services systematically improves performance or satisfaction with college over that which may be expected from past performance. The regressions of college grades on high school grades suggests that there is no evidence that the institution in general or any support services available are providing disadvantaged students with experiences that would help them raise their prior levels of performance. Further study in this area is also planned.

The Impact of Institutional Assistance Programs

Student aid programs operate almost wholly on the demand side. That is, they provide funds to students and thus effectively reduce the students' net price, which over all increases the demand for education. Other programs (specifically Title III -- The Developing Institutions Program) operate more directly on the supply side of the market for educational services. Funds are awarded to institutions which in turn effectively reduces the net cost of institution. The institutional aid involved in these programs is designed to affect both short term and long term viability of these institutions. These programs impact on student access, choice, and persistence indirectly--that is, not by moving along or shifting the demand relationships, but helping to ensure a supply of places at a reasonable price to students who would not attend a postsecondary institution or persist to graduation if these institutions did not exist. The effectiveness of these programs are perhaps best judged in terms of their impact on the participation and retention rates of the students attending these institutions compared with like students in comparable institutions. However, data of this type by institution is not available at this time. A study is in progress which, hopefully, will summarize participation and retention rates using data currently available by institution in addition to identifying factors contributing to the effectiveness of the Title III program in terms of institutional development.

Summary

Evaluation efforts to date have yielded the following results: 1) Participation rate measures indicate highly differing rates of enrollment in postsecondary education along a family income dimension, but once a student has entered retention rates do not vary significantly by family income. 2) When net prices are used to measure educational opportunity, remarkably little difference by income class is discovered within institutional cost categories. 3) The most important impact of Special Service programs focused on disadvantaged students is on postsecondary education entry rates of those who have participated as compared to those with similar characteristics who have not participated in those programs. 4) Data with which to evaluate institutional aid programs is not yet available.

J. USES OF EVALUATION STUDIES

J. Uses of Evaluation Studies

As indicated, over the last several years a sizeable number of evaluation studies have been initiated and the results are now beginning to become available. Although many gaps in knowledge about program effectiveness still remain to be filled, on-going and planned studies are helping close these gaps in a significant way. More importantly, however, the study results are beginning to influence legislative, budget and program management decisions. Following are some examples of the use of these studies:

1. Several recently completed studies [1] indicate that compensatory education is beginning to have a positive impact on disadvantaged children in that there is fairly widespread evidence of improvements in basic skills which can be attributed to programs like ESEA Title I and ESAA. Though the educational problems of disadvantaged children are far from solved, the new evidence does constitute a pronounced shift in the outlook. As such, the results are being used in support of budgets for compensatory education programs. They also provide a basis for continued emphasis on classroom activities directly aimed at improving basic skills in reading and mathematics.

2. A study by RMC Research Corporation has demonstrated the feasibility of setting forth models for States and local school

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[1] The Educational Testing Service study of Compensatory Reading Programs, the Systems Development Corporation evaluation of the ESAA Program and the RMC Corporation analysis and synthesis of recent State Title I reports.

districts to use in evaluating ESEA Title I. In accordance with new requirements in the Education Amendments of 1974, the results from the application of these evaluation models can be aggregated and compared across States. As a consequence of the successful development of the models, OE will be able to proceed with other requirements of the law to train States in the use of the models and to provide technical assistance in their implementation.

3. A study of the bilingual program found that two major problem areas in bilingual education are a severe shortage of trained teachers and a perceived lack at the project level of adequate bilingual curricular materials. These findings have had a major impact on the "capacity building" strategy in the Federal bilingual program through increased emphasis on staff development and training and on development of curricular materials. The proposed budgets in bilingual education reflect this thrust in the allocations for these two categories of activities.

A second, recently completed, study to identify exemplary bilingual education projects found four such projects for which there was good evidence of positive impact on children. Information about these four projects is being disseminated by the Federal ESEA Title VII office as a means to upgrade program effectiveness and detailed how-to-do-it Project Information Packages are being developed for each project. The packages will be made available to school districts which want to start bilingual projects or to modify existing projects. The provision of such "models" of bilingual education is directly responsive to new requirements in the Education Amendments of 1974.

4. A Study of the Title I Migrant Education Program emphasized problems in the current fund-allocation formula and procedure, providing impetus to the conversion to data in the Migrant Student Record Transfer System as the basis for full allocation. That conversion, authorized by P.L. 93-380, has recently been approved by OE.

5. The Project Information Packages ("PIP") study was the basis for a new experimental program approved by the Congress beginning in Fiscal Year 1975. The "Packaging" Program, will continue the cycle of identifying effective projects in compensatory education, "packaging" these projects as guidance for replication by school personnel elsewhere, and field-testing the packages for improvements prior to dissemination. The package appears to be an effective, low-cost way of introducing improvements in compensatory education.

6. An interim report from a major study of Federal programs supporting educational change identified a number of factors contributing to the successful implementation of educational innovations. The results of the study are being used in various OE efforts such as the on-going program to disseminate Project Information Packages and the development of strategies for disseminating successful Follow Through models. The results of the study have also been instrumental in NIE's planning for dissemination of research findings.

7. The findings of an evaluation of the Community-Based Right-to-Read Program conducted by Pacific Training and Technical Assistance Corporation, Berkeley, California made significant

contributions to the guidelines for the establishment of reading academies for adult illiterates. Legislative provision for such academies is found in Section 723, Title VII, P.L. 93-380. Following are some of the findings which are reflected in the guidelines:

a) Adult illiterates need intensive and consistent instruction over time on a one-to-one basis rather than by means of group instruction.

b) Adult illiterate reading programs must provide supportive services to facilitate consistent attendance at scheduled reading sessions. Such supportive service are transportation, child care, and referral to welfare agencies for financial aid and health care.

c) Mechanisms must provide for obtaining greater male participation in the program. Males were definitely under represented in the evaluated projects. It was found that participating males improve their reading performance as much as did female participants.

8. A study of the ESEA Title I allocation formula forced consideration of the hard trade-offs involved in changing the formula or leaving it alone. Many alternative computations were provided Congressional Committees in their considerations of P.L. 93-380 and the study did have an influence on the final legislation.

9. Studies of the Cost of College. In 1971 and again in 1973 when all indications suggested that colleges and universities were near financial disaster, the Cost of College studies identified the components of increasing costs as equally divided

between inflation and lower productivity on the part of the faculty. Since faculty costs account for over half the cost of education, a substantial part of the increase in the cost of education could have been better controlled. The studies influenced the Departmental position to allocate available resources primarily to finance students instead of institutions.

In 1975 for the third time in the past five years the finances of 50 selected four-year colleges were reviewed in detail. Where the first study suggested that the state of college finances was generally healthy, the last investigation suggests a number of colleges may be on the verge of financial distress. These findings have been used extensively as documentation in the consideration of a policy for institutional aid.

10. A Study of Special Services for Disadvantaged Students. As a result of the study USOE program staff has revised program regulations to strengthen the evaluation component for individual projects. Further, suggestions for improved program operating procedures have also been included in the program guidelines. Finally, findings were utilized extensively by the USOE Task Force on Programs for Disadvantaged Students in Higher Education in development of their report to the Commissioner.

11. Development of a Model to Study Alternative Student Aid Programs. This study and other work by small subcontractors contributed to the development of an Enrollment/Student Aid Model which was used by the Administration and Congress to project costs of the Basic Grant Program during the hearings for the Higher

Education Amendment of 1972, and for subsequent budget submissions and planning activities.

12. An Interest Subsidy and Default Projection Model. This Study was composed of two parts, a historical analysis of program operations and development of the projection model. Impact of the study to date includes:

a) Identification of the magnitude of the default problems and consequent changes in program operations, management, and staffing.

b) Use of the subject model for interest subsidy and default projections by budget officers and for analysis purposes.

c) Identification of the characteristics of the default experience by institutions, lenders, and borrowers and pinpointing of problem areas. Appropriate operational and legislative changes were included subsequently in proposed regulations for limitation, suspension and termination of lenders in GSLP.

13. A Study of the Developing Institutions Program. From this study and a series of smaller related efforts, the concept of the Advanced Institutional Development Program was advanced. Study results were also used as the program moved toward implementation.

The elements of a planning and management system were defined along with the methodology for selecting institutions for the advanced program.

14. Evaluations of Performance Contracting and the Use of Incentives in Elementary Education. These studies had generally negative findings (with a few exceptions) in the sense of demonstrating educationally insignificant gains in student achievement resulting from these approaches. The findings were widely publicized and served to dampen a growing but unwarranted enthusiasm in the educational community for these approaches. It is likely that without these studies many school systems would have initiated performance contracting and/or incentive projects.

15. Analysis of Relationships Between Achievement Gains and Per Pupil Expenditures. This study failed to find evidence for the fairly wide-held notion that a "critical mass" ($300 per pupil) of compensatory education funds is necessary for significant education achievement gains among disadvantaged students. The study quieted the promotion of the critical mass position.

16. A Study of Accreditation and Institutional Eligibility. Study findings have been made available to the Federal Trade Commission and several Congressional Committees. This has aided in understanding the process establishing institutional eligibility for Federal programs and the limitations of using that process. New FTC regulations relating to proprietary institutions were developed in part with the use of findings from this study. New legislation has been developed on the basis of the findings regarding the eligibility of institutions for all student aid programs.

As a side note, proposed legislation to perform a similar study was apparently withdrawn in light of the depth of findings in this study. The study director has also provided testimony for at least three Congressional committees.

17.. Analysis of Student Loan Special Rate Allowances and Servicing Costs. The study resulted in suggestions for legislative changes in the program operations, especially with regard to the special rate allowance. Study recommendations have been included in proposed legislation.

18. The Federal Role in Funding Children's Television Programming. Using some of the study's findings and recommendations as a partial input, OE program managers have proposed a new funding methodology which attempts to clarify USOE's strategy.

The study has evoked wide interest in the field. The National Association of Educational Broadcasters (NAEB), have awarded this first major policy study of this area, the 1975 NAEB Book Award and have arranged for commercial publication of the report.

The report has been the subject of specific sessions at several professional conventions, and was reviewed and discussed by its author and USOE at corporation for Public Broadcasting (CPB) education meetings.

19. Evaluation of the Exemplary Vocational Education Projects Program, Part D, VEA. In response to a letter from Congress concerning the impact of this evaluation on the Exemplary Vocational Education Projects Program, OE identified seven major areas in the FY 1976 Proposed Rules designed to correct "criticisms" in the report. The study found that there were management problems at both the Federal and the local levels which account for a lack of impact in most of the projects. Since the Program had been in operation only three years when the evaluation was done, the immediate response through specific changes in operating procedures reflects fairly rapid utilization of evaluation results.

20. Functional Guide to Evaluating Career Education. As a result of some early findings in the Exemplary Projects evaluation, work was initiated on a handbook to help practitioners evaluate these and other projects associated with career education. All Project Directors received copies of the first draft of the handbook. Of the 20 reports of third-party evaluations available in September 1975, all showed clear evidence of efforts to use the handbook. This draft guide was also distributed to Directors of all 80 Career Education demonstrations initiated in June 1975 by the Office of Career Education. Copies of the final version of the handbook or guide will also be distributed to all FY 76 grantees of the Office of Career Education. In addition, the National Institute of Education is utilizing information on instrumentation which was gathered during the development of the Guide.

21. Research and Evaluation on Adult Education. This project attempts to look at the total scope of adults' educational needs and to identify policy alternatives for OE. For example, some data analyses raise questions about whether OE should continue to focus solely on adults having less than a high school education or whether new legislation should be proposed to permit OE to respond to the increasing need for a functional type of education -- e.g. to improve "parenting," to help consumers, or to raise the level of citizen participation. Information gathered through this project is also being utilized in the current effort to plan the role of the recently-authorized Clearinghouse in Adult Education.

K. HIGHLIGHTS OF STUDIES COMPLETED IN FY 75

Elementary and Secondary Education Programs

1. Performance Contracting As a Strategy in Education.

A study of performance contracting education was conducted during school year 1970-71 by the RAND Corporation under contract to DHEW. A small follow-up study in school year 1971-72 was conducted by the same contractor at the five principal sites of the earlier effort. One finding of the studies was that performance contracting was not likely to result in substantially increased achievement gains for disadvantaged children during a school year. Another finding, however, was that performance contracts had been an effective technique of research and development and an effective change agent in instructional methodology and materials.

This study, performed in 1974-75 by Educational Testing Service under Contract to DHEW, is based on information gathered from ten site visits (five sites which had previously had performance contracts in operation and five sites with State-supported performance contracts in Michigan and California); interviews with State education agency personnel in three States and representatives of three private firms; documents furnished by districts and State education agencies; and responses to a questionnaire sent to all districts which [illegible] had a performance contract.

It was found that achievement gains in the California and Michigan sites have been respectable and fairly consistent though not dramatically great, but the data do not permit confident statements to be made about conditions that enhance the effectiveness of contracts in increasing gains. Data on attitudes give some reason for thinking that student feelings about the subject matter covered by the performance contract had become more favorable and that --- perhaps for that reason --- teachers had liked the contracted programs.

Important changes took place in contracting schools, but this did not seem to trigger a general process of change in the district as a whole. Furthermore, it is not clear that such changes were caused by performance contracting alone.

The conclusions and recommendations from the study are:

1. It would be neither desirable nor possible to revive performance contracting on a large scale.

2. A school district which wishes to do so should be allowed to engage in a performance contract. Such a district should: a) provide ample time for preparation; b) consider contracting with a group of local teachers, with incentive payments made to the schools where they work; c) plan the contract period for more than one year;

d) keep the contract as simple as possible;
e) consider alternative ways of achieving its goals

3. School districts should be encouraged to utilize instructional programs and services of private firms and other extenal organizations through the medium of fixed-fee contracts;

4. Schools and teachers should have available to them funds for experimentation and innovation, and discretionary funds for meeting immediate needs.

5. Districts should initiate formal programs of accountability.

6. Experimentation should be stimulated in the use of tangible rewards to students for their learning achievements.

7. Further experimentation with performance contracting should be in the framework of careful design that permits comparison between performance contracting and its functional alternatives.

2. Planning Study for Development of Project Information Packages for Effective Approaches in Compensatory Education

This study was completed on October 31, 1974. The major product was a Project Information Package (PIP) for each of six effective approaches in compensatory education identified by the contractor for the study (RMC Research Corporation). Eight sets of the six packages were delivered directly to OE or to school districts across the country which are participating in the field test of the PIP's. In addition to the six different PIP's, major products of the study included the following reports:

a. A Procedural Guide for Validating Achievement Gains in Educational Projects

b. Design Considerations for Packaging Effective Approaches in Compensatory Education

c. Selecting Exemplary Compensatory Education Projects for Dissemination via Project Information Packages

d. The Development of Project Information Packages for Effective Approaches in Compensatory Education

In addition, a guidebook for local project directors and evaluators on the selection, design and pitfalls of project evaluations was proposed. Produced by RMC with the title Measuring Achievement Gains in Educational Projects, the guidebook has since been published by the Government Printing Office for broad distribution under the title A Practical Guide to Measuring Project Impact on Student Achievement. Distribution of the guidebook has also been made through the coordination networks of ESEA Title I and Follow-Through, and will be made through ESEA Title VII.

3. Further Analysis of ESAP II Data

This exploratory analysis sought to clarify some selected issues regarding high school students raised by the evaluation report of the second year of the Emergency School Assistance Program. The original evaluation suggested that the explanation for improved achievement of high school black males due to ESAP may have been caused not so much by specific ESAP funded activities but by an improved climate for black students which ESAP helped to create. It was suggested that black males may have perceived these changes which in turn led to a gain in their academic achievement. The new analysis does not support this explanation. While providing no conclusive alternative explanation, the new analysis suggests that positive effects of ESAP on white males may have more indirectly had a positive effect on black males. Black males were virtually identical in racial attitudes and other non-cognitive outcomes in ESAP and control schools. White males, however, had somewhat more positive racial attitudes and reported somewhat more interracial contact in ESAP schools than in control schools. The original analysis also found that in substantially white schools (over 40 percent white), those schools with more favorable white student racial attitudes had higher black achievement (sexes combined).

The further analysis confirmed the original results on the effectiveness of in-service teacher training programs emphasizing race relations and intergroup relations programs for students. Both programs were associated with more positive white student responses on a variety of race-related outcome measures. The new analyses examined these effects by sex and found them true for both white males and females. Intergroup relations programs for students also had positive effects for black females. Regarding teachers,the new analysis suggests that in-service teacher training programs emphasizing race relations (but not in-service teacher training programs with other emphases) had positive effects on teachers as well.

Studies Completed in FY '75
Post Secondary Education

1. Cost of College: 1974

This study, a follow-up of an earlier study on the "financial crisis", found that the financial conditions among the fifty randomly selected institutions have deteriorated since 1968. Private and sectarian institutions were both found to face increasing shortages of income and greater dependence upon tuition and fees as a source of revenue. Public colleges, while facing similar changes, had not displayed such pronounced shifts. Despite deteriorating conditions, all schools had been able to make appropriate adjustments, although there was real concern for the future.

2. A Study of the Distribution of Aid

The purpose of this study was to review the distribution of Federal students aid funds by institution. This study examined the distribution of funds under the campus-based student aid programs (National Direct Student Loans, College Work Study, and Supplementary Educational Opportunity Grants) and under the Basic Educational Opportunity Grant program. The study found that two-year college received less than a proportionate share of funds under campus-based programs, principally due to administrative understaffing and a lack of matching funds in these schools.

3. Cooperative Education Planning Study

The purpose of this study was to determine the extent to which the purported goals of Cooperative Education were achieved and the extent to which they conflicted with other goals. The contractor also sought to identify evaluative indicators of program success. Eight diverse schools were included in the study group for this study.

Findings indicated that there is currently no single or consistent philosophy or objective embodied in Coopertative Education--beyond the general thrust of meshing classroom learning and work experience at the postsecondary education level. However, individual programs had other purposes or goals. In all cases, successful programs were those which were able to balance the goals and priorities of the three components; students, institutions, and employers. As a result of the multiplicity of purposes, the contractor felt that no set of specific criteria could be used to evaluate programs. A program's success is more a function of (1) the consistency of policies and procedures with stated goals and (2) the extent to which its stated goals are included in the operating plan.

4. National Planning Model

All work contracted for under this phase has been completed; however, the model has limited utility value in policy matters, i.e., estimating the impact of alternative student aid programs on student attendance and institutional resource needs, because of data deficiencies. The model, however, has been adopted with some revision, by four states, including Maryland. Preliminary results to date are positive although implementation is incomplete. Future federal activities await the results of the two major studies on student aid and developing institutions, both of which are expected to provide much of the data necessary to propel the model.

5. Survey of Lenders in GSLP

This study was designed to obtain a broad set of perceptions about program operations and needs. Principal findings confirmed the belief that most lenders require a customer account relationship as a condition for making the loan; that lenders perceive that their profit on these loans is inadequate and that the primary reason for this is the excessive paperwork and red tape; that attempting to locate borrowers is both costly and often unsuccessful; and, that timely and accurate student status reports are an important key to good loan administration.

6. A Study of the Talent Search Program

The purpose of this study was to develop a set of project profiles including the characteristics of the program and its clientele. The findings revealed that the legislation does not provide specific, measurable program objectives, and management has suffered as a result, with respect to clients served, 80% were deemed members of the target population on the basis of low-income or related criteria, but only one-third of the clients had been assessed by the "exceptional potential" requirement. No college enrollment/ client ratio was available. In 1973, of the clients reported as having been enrolled in postsecondary education, about three-quarters could be verified as having actually entered postsecondary education. About three-quarters of these were still enrolled in the spring of 1974.

Finally, there was no "typical" Talent Search project, since more differences than similarities were observed for the 96 projects in the study. Program needs were greatest in the area of increased staff and better salaries to reduce turnover. There was also a need for better academic counseling and improved matching of individuals to educational programs.

STUDIES COMPLETED IN FY 75
OCCUPATIONAL, HANDICAPPED AND DEVELOPMENTAL PROGRAMS

1. Tests of Functional Adult Literacy: An Evaluation of Currently Available Instruments

The **purpose** of this study was to identify and evaluate tests of adult functional literacy. The reviews and evaluations of the tests collected indicate that adult literacy testing is still a developing field marked by a broad variety in the quality of available instruments. Despite the recent emphasis on reducing adult literacy in the United States, very few instruments have been developed and tested for use with adults.

Much recent work in test development has concentrated on identifying important functional skills and constructing instruments to measure these skills. Further test development using the criteria suggested in this study can help make these tests highly appropriate for use with adult students. While much has been done, test users and developers must continue to combine their competence and efforts to produce instruments responsible to the testing needs of adults.

Approximately 150 tests used in measuring adult reading ability were identified. Most were designed for elementary and secondary school students; less than 30 of the tests collected had been designed specifically for use with adults.

2. Longitudinal Impact Study of the Sixth Cycle Teacher Corps' Program: An Analysis of Elementary School Teacher Training Projects

The purpose of this study of the graduates of Sixth Cycle Teacher Corps was to assess the effectiveness of the Teacher Corp program. The first year of the study was devoted to a study of how Teacher Corps intern background characteristics and Teacher Corps training program characteristics related to the teaching performance of interns at the end of their two years of training. The second year of the study was a follow-up study of Sixth Cycle graduates who taught pupils in grades 2-6 across the country. These graduates were compared with other young teachers who taught the same type of pupil in the same school district, on the basis of teacher performance and teacher effectiveness measures.

The study showed that Teacher Corps graduates were superior to control group teachers on many of the teacher performance variables desired by Teacher Corps. The Teacher Corps graduates were most different from control group teachers in terms of (a) developing ethnically relevant curricula, (b) using community resources in teaching and initiating contact with parents, and (c) having positive attitudes about reading development and causes of poverty in the society. These variables reflect a special concern about low-income minority group children on the part of Teacher Corps.

There was no difference, however, between the two groups of teachers in terms of their perception of the importance of bringing about educational change in the schools. In addition, there were no differences in their practical attempts to bring about this change. There were also no differences between Teacher Corps graduates and controls in any teacher performance variable based on classroom observation of the teacher. More specifically, Teacher Corps graduates and controls did not differ in terms of the observed affective tone in the classroom, teacher questioning, structuring or response strategies, or the degree of attention given pupil behavioral problems in the classroom. Thus, clear and consistent differences between Teacher Corps graduates and controls in such areas as the introduction of culturally relevant materials or the use of community resources did not generalize to such areas as being a change agent in the school or the interaction between teacher and pupils in the classroom, as assessed by the teacher performance measures used in the study.

Teacher effectiveness was assessed in terms of pupil growth in reading, selfconcept, school attendance, and selected classroom interaction variables. There were no significant differences between Teacher Corps and control group classes on any reading measure, despite a greater emphasis on reading instruction and academic subject matter on the part of control group teachers in grades 2-3.

Teacher Corps graduates, however, were able to bring about changes in a child's self-concpet that were significantly greater than changes brought about by control group teachers. These changes consisted of observed expressions of greater happiness and greater self-worth in the classroom, and better scores on important sub-scales of the Piers-Harris self-coneept scale.

3. The Re-Evaluation of the National Longitudinal Study of the High School Class of 1972 - Base Year

The purpose of this study was to establish a base line for data in order to subsequently examine the educational and occupational outcomes of vocational students since leaving high school. The National Longitudinal study consisted of a representative sample of 21,600 seniors in 1,200 randomly selected public and non-public schools within the 50 States and the District of Columbia. Major findngs include: half of the White students were enrolled in academic curricula, which compares to a quarter of the Black students, 44 percent of the Black students were enrolled in the General curricula which compares to 29 percent of all White students. Academic students as a group scored higher on the six tests (vocabulary, picture-number, reading, letter groups, mathematics, and mosaic comparison) administered to the student sample. The median class standing for Vocational/Technical students was about 6% higher than that of the General students. The socioeconomic status of these students was examined from a variety of viewpoints, with highly consistent results. The SES level of Academic students was appreciably higher than that of General students who had, in turn, a slightly higher SES level than that of Vocational/Technical students. Blacks were found to have markedly lower SES than Whites. The Aspirations, ambitions, and plans of males and females in different curriculum subgroups (academic, General, vocational) conform to expected response patterns commensurate with their educational and social background.

4. Effectiveness Evaluation Data for Major City Secondary Education, Project Metro

The principal purpose of this study was to help assess the effectiveness of vocational education by determining if vocational education students had an advantage in obtaining employment following graduation than non-vocational high school graduates.

The study consisted of a follow-up survey of 35,000 vocational and 55,000 Academic and General students from all secondary schools in 22 Project Metro cities, including 12 of the original 13 cities for which the class of 1968 graduates were surveyed. Major findings include:

1. Choice of vocational course - 22 percent of the graduates reported that they did not get vocational the course of their preferred first choice;

2. Preparation for employment in field - Of those vocational graduates employed in their field for which trained, a resounding 95 percent reported that their occupational training had been excellent or good preparation for their present employment;

3. Present location of vocational graduates - 88 percent of all vocational graduates still reside in the same city in which they attended high school. Of those employed full-time, about 95 percent are still in the same city;

4. Employment of vocational graduates out of the field for which trained - of the 55 percent that were employed out of their field for which trained, about 85 percent were employed in unskilled or semi-skilled jobs that could have been held without the benefit of vocational education; and

5. Status after high school for academic and general graduates - 14.3 percent were employed full-time (9.5 percent of academic and 35.0 percent of the generals) and about 17.9 percent were employed part-time with 9.8 percent unemployed and looking for work. Those unemployed and looking constitute about 23.4 percent of those available for work. Full-time college was the next step for 70.1 percent of the graduates and 3.1 percent entered some school full-time. Overall 78.4 percent of the graduates went on to some kind of post-secondary education.

5. Evaluation of Vocational Exemplary Projects: Part D, Vocational Education Act, Amendments of 1968. The primary purpose of this study was to evaluate the effectiveness of the Federally-funded, first-round projects to determine the extent to which student outcomes attributable to project activities conformed to the legislative intent for Part D funds. Visits were made to 50 projects funded in 1971 and 1972 for three-year periods and also to the corresponding State Departments of Education to collect information on State-funded projects. Questionnaires and tests were administered to both participating and control students at four grade levels at each site.

Generally, neither the Federally-funded activities nor their expected student outcomes occurred at the level desired. Among the findings are the following: (1) Exemplary Programs require considerable start-up activity and time which must be planned for and budgeted, (2) Field trips and visits from persons discussing different careers need to be integrated into a more comprehensive effort in order to impact on students, (3) In the first round of projects the primary focus was on elementary and secondary familiarization and orientation rather than on work experience and skill training at the secondary levels, (4) Placement activities consisted primarily of referral services with little or no follow-up and a lack of record keeping, (5) Students would like more guidance and counseling at the high school level, (6) Budget and expenditure records were usually based on "line-item" rather than programmatic activity categories, thus making for difficulty in identifying costs of any given activity, and in many cases the funds budgeted were not entirely spent during the life of the project.

Contractor: Development Associates, Inc., Washington, D.C.
Expected Completion Date: September, 1975

6. The Federal Role in Children's Television Programming

The purpose of this study was to evaluate the effectiveness and accomplishments of the Federal support of the Children's Television Program, and to identify possible future program alternatives. Data used in the report were gathered from existing sources in the general literature and from USOE file materials. The study team also conducted over ninety interviews in six different locations. Programs selected for in depth examination were: Big Blue Marble, Garrascolendas, Inside/Out, Sesame Street, The Electric Company, Villa Alegre, and Zoom.

Highlights of the findings of the study are:

- The risks of failure of purposive children's television programming are high; the expense of commercially-competitive programming are high; and yet the potential pay-off of successful purposive programming is also high.
- The options and probabilities for maintaining successful Children TV series without Federal support is unpromising.
- In USOE policy, there is no apparent answer to the question of what should follow in case an experimental series succeeds.
- Direct Federal involvement in commercial television is both highly attractive and potentially highly controversial, and should be explored with great caution. All things considered, the most receptive and realistic medium for national distribution of Federally-supported purposive programming for children continues to be the Public Broadcasting Service (PBS).

L. STUDIES IN PROCESS AT END OF FY 75

Studies in Process at End of FY '75 (exclusive of continuations)

Elementary and Secondary Education Programs

1. State ESEA I Reports: Review and Analysis of Past Reports and Development of Model System and Format.

One objective of the project is to analyze the State Title I evaluation reports for Fiscal Years 1971-1974. The analysis will be directed at (a) evidence of effectiveness of Title I programs and projects in terms of student achievement, (b) evidence of successful approaches to compensatory education which are worthy of broad dissemination and replication, (c) evidence of relationships between achievement gains and project expenditures, (d) trends in content and format of State reporting, as guidance in developing a standard procedure and format for State evaluations reporting, and (e) evidence of trends in State-wide testing programs which would feed into the feasibility study of a national program-evaluation design. Further objectives of this study are:

a) to develop one or more State reporting procedures and a standard State reporting format which will help ensure a consistent flow of valid, reliable data for evaluation and planning purposes,

b) to provide new information from a multi-State base on the issue of relationships between compensatory-education expenditures and achievement gains, and on the issue of "critical mass" in expenditures, and

c) to assess and report on the feasibility of designing a national program evaluation based on current or planned State testing programs.

Contractor: RMC Research Corporation
Expected completion date: January 1977

2. Further Documentation of State Title I Reporting Models

This is a follow-on to the previous study to comply with that portion of the Education Amendments of 1974 (P.L. 93-380) which directed the Commissioner to: (1) develop and publish standards for evaluating project effectiveness; (2) develop evaluation models which include uniform procedures and criteria to be utilized by LEA's and SEA's with the proviso that such models will specify techniques and methodology for producing data which are comparable on a statewide and nationwide basis; and; (3) provide technical assistance to SEA's and LEA's in the application of such models and procedures. In response to the above requirements the State evaluation and reporting models developed in conjunction with another study (see State ESEA Title I Reports; Review and Analysis of Past Reports and Development of Model System and Format) will be reviewed in detail by all States and a sample of their LEA's in order to ascertain: (1) the extent to which they would need technical assistance in implementing the evaluation models, procedures and practices; (2) what the nature of this technical assistance might be (e.g. on site assistance versus workshops and short courses in the application of current or emerging evaluation principles and practices, etc); (3) the different ways in which these needs might be met; and (4) the costs involved in providing for these needs.

Contractor: RMC Research Corporation
Expected completion date: January 1977

3. Evaluation of the ESEA Title III, Diffusion-Adoption Strategy.

Relatively little is known concerning effective strategies that promote the diffusion, implementation and adoption of exemplary education projects. Recognizing the need to make exemplary programs more accessible to educators, the Division of Supplementary Centers and Services is implementing and supporting a two year diffusion-adoption strategy. ESEA, Title III Section 306 funds will be used to support the diffusion and installation of exemplary programs approved for dissemination by OE's Dissemination Review Panel.

The purpose of this study of the diffusion-adoption strategy is to collect and analyze information concerning the operations of the Developer Demonstrator and Statewide Facilitator Projects in identifying project activities that have been effective in promoting program dissemination, installation and adoption. Results of the study will serve to advance the state-of-the-art with regard to our knowledge of effective dissemination and implementation strategies for education programs, and significantly contribute to OE's ongoing effort to develop effective strategies for disseminating and promoting the installation of effective education approaches developed through OE-supported programs.

Contractor: Stanford Research Institute
Expected completion date: November 1976

4. Evaluation of Title IV of the Civil Rights Act of 1964

Beginning in FY 73, Title IV projects began operating under substantially revised program regulations. These new regulations reflect the new role of Title IV as a complement to the Emergency School Aid Act in providing technical assistance to desegregating LEAs not provided under ESAA. During the history of Title IV from its inception in 1964, to the present, some successful Title IV projects have been reported by various sources. However, in general, the program has been repeatedly criticized on the basis of weak administration by the Office of Education, confusion over permissable activities, guidelines, and policies and charges of improper use of Title IV funds. In lieu of a formal, systematic evaluation of Title IV by the Office of Education, these critical reports have provided the major source of information on the program.

As Title IV now has been operating under new and strengthened regulations, the purpose of this study is to supply new information on the program. This task requires a description of the projects funded under Title IV, the types of activities and services provided by these projects, an estimate of the utility of these services by the population receiving the services, and an assessment of the effectiveness of the revised Title IV program regulations and guidelines.

Contractor: Rand Corporation
Expected completion date: November 1975

5. Cooperative Longitudinal Study of Demonstration Education Programs

The purpose of this study is to determine the effects of large scale, intensive innovative efforts on the achievement and motivational levels of the same students over a three year period. Most programs were initially supported by Title III ESEA and involve some 21,000 students in 15 schools districts.

Contractor: American Institutes for Research
Expected completion date: June 1976

6. Field Test of Project Information Packages

Relatively few successful approaches in compensatory education have been identified and fewer yet have been successfully replicated at other sites. This effort examines the process by which successful education projects are replicated via a packaged model and will determine the viability of replicating exemplary projects in other school districts through the use of a Project Information Package. (PIP - a complete how-to-do-it kit of institutions and suggested materials).

The six Project Information Packages (PIP's) are currently undergoing a two-year field test at 17 school districts and 53 schools across the country. The objectives of the field test are to determine the acceptability of the PIP's to users, the accuracy and adequacy of the information in the PIP's, and the impact of the PIP projects on participating children. Revisions of the six PIP's are already underway, based on information from evaluating the first year of the field test.

Contractor: Stanford Research Institute
Expected completion date: November 1976

7. A Study of Change-Agent Programs

Education Change Agent Programs are sponsored by the Federal Government to introduce or spread innovative practices at the local school district level (i.e. Right to Read, Titles III and VII of ESEA Vocational Education Act Part D). These Change Agent Programs normally offer temporary Federal funding. If an innovation is successful it is assumed that the district will continue and disseminate part or all of the project using other funding sources. This study is designed to determine what characterictics of the programs themselves, the innovations they support, or the districts that adopt them lead to successful implementation and continuation.

Contractor: Rand Corporation
Expected completion date: October 1976

8. Large Scale Evaluation of Compensatory Reading and Reading-Related Efforts in the Elementary Grades.

This study deals with the effects of compensatory reading programs on student reading skill acquisition for a nationally representative sample of elementary schools. One aspect of the study attempted to give a brief historical overview, from extant data, of the growth in reading skills of students over the past half century. The conclusions of this effort were that students of today are more able in their reading skills, than were their counterparts of 20 years ago or earlier and that there was a gradual improvement in reading skills over the forty year period prior to 1965. During the past decade this trend has ceased and a very slight decline may even have set in. A second aspect of this study showed that there were substantial differences among the 710 schools studied in the ways they approach compensatory reading and that it is possible to categorize the various approaches in meaningful ways. The third aspect of the study deals with the effects of programs in 260 of these schools on their participants, using pre and post measures of reading skill, and the relative costs of these efforts. Although only preliminary results are available on this latter phase a number of unusually effective programs have been identified. However, they do not typify any single approach and the nature of their effect is usually more pronounced at the lower or at the higher grade levels rather than being consistently effective at all of the grade levels studied. Costs do not appear to be different from many other approaches to reading; however, corroboration of this point must await the results of the complete data analysis.

9. Identification of Exemplary Desegregated Schools and Evaluation Determinants of Success. The purpose of this study is to identify school programs, policies, and practices that contribute most to achieving and maintaining exemplary desegregated schools. One of the major final products will be a handbook describing such effective programs, policies and practices in non-technical language (although it will be based upon technical analysis plus site visits to schools) for use by principals, superintendents, and other educational policy makers.

Contractor: Educational Testing Service
Expected completion date: Fall 1975

10. Study of State Programs in Bilingual Education

Public Law 93-380 (the Education Amendments of 1974), requires that the Commissioner of Education, in consultation with the National Advisory Council on Bilingual Education, report to the Congress and to the President, not later than November 1, 1975, and November 1, 1977"... on the condition of bilingual education in the Nation and the administration and operation of this Title and other programs for persons of limited English-speaking ability."

The general objective of this study is to provide information analyses and recommendations pertinent to bilingual-education activities at the State level, for the Commissioner's second report to the Congress and to the President. One perspective is State programs and activities in bilingual education based on the State's own appropriations and/or legislation. Another perspective is the State's activity in coordinating the various Federally funded programs in bilingual education with its own programs. A separate component of the study focuses on 50 local districts identified by their State agencies as having projects of particular significance in addressing a number of issues that emerged from the Education Amendments of 1974 (P.L. 93-380) or from the accompanying Committee Reports.

The specific objectives of the study of State programs may be summarized as follows: (1) to describe and analyze program characteristics, including such components as authorizing legislation, program goals, mandated approaches, and requirements for participation; (2) to describe and analyze program status and accomplishments; (3) to describe and analyze the State's role in coordination of, and technical assistance to, those programs; (4) to determine participation of eligible children in nonprofit, nonpublic schools; (5) to assess the impact of Federal policy in bilingual education on projects for language minorities in the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands; (6) to present a critical assessment of the current status and future prospects of State-initiated activities in bilingual education; and (7) to prepare 20 case studies based on the 50 visits to local districts.

Contractor: Development Associates, Incorporated
Expected completion date: October 1976

11. Evaluation of the ESEA Title VII Bilingual Education Program

This major evaluation has three component studies: an Impact study directed at Spanish-bilingual projects in their fourth or fifth year of program funding; an Exploratory study directed at identifying issues and problem areas for projects in Native American, Pacific and Asian, and other European languages; and an Exemplary study directed at identifying projects with convincing evidence of success in meeting the objectives of the Title VII program. The Exploratory and Exemplary studies were completed in the fall of 1975 and their final reports and executive summaries are now available.

The Impact study has the following objectives: (1) assessing the effects that bilingual education has had on the school performance (cognitive and affective) of both Spanish-language dominant and English-language dominant children enrolled in a nationally representative sample of bilingual projects; (2) describing and identifying important characteristics of various instructional approaches (including student, staff, and contextual characteristics); (3) assessing the effects of these instructional treatments and characteristics on student outcomes; (4) determining the cost and effectiveness of these various instructional treatments; (5) assessing to whatever extent possible, whether school performance (cognitive and affective) is affected by the socio-economic and ethnic composition of the classroom.

Contractor: American Institutes for Research
Expected completion date: November 1976 (November 1977, if the study becomes longitudinal)

12. Follow Through Evaluation

The Follow Through Program was initiated in 1967 and is now administered under the Community Services Act with the purpose of developing and testing several approaches to teaching poor children in grades K through 3. The evaluation component is longitudinal and was designed to test the effectiveness of the most frequently replicated approaches installed in local school districts Data have been collected from each entering class of comparison children beginning in school year 1968-69 with continuing testing of these children through third grade. The testing program was completed in school year 1974-75. Data were also collected from a sample of parents and teachers at each entry and exit year for children in the sample.

A report of findings has been prepared at the conclusion of each testing period. A final report covering the period 1968-1975 is in progress which will address the major hypothesis examined in the study and will provide comprehensive discussions of the effectiveness of each approach. A resource study now underway will agument the effectiveness data. Together these data will serve as input to planning activities for the program, or for future dissemination strategies.

Contractors: Abt Associates, Inc. (Data analysis)
RMC Corporation (Cost study)

Expected Completion dates: December, 1976

Studies in Process at End of FY 1975 (exclusive of continuation)
Postsecondary Education

1. Data Base Analysis of HEA Title III

The purpose of this study is to determine the extent of change in the characteristics of institutions both program participants and comparable institutions over the period FY 1968 through FY 1973. Comparative analyses of changes in characteristics will be made among sets of institutions in order to assess the impact of Title III assistance on participating institutions. Efforts will also be made to determine the extent to which changes in characteristics appear to be the effects of student aid, as opposed to institutional assistance.

Contractor: Harvard University

Expected Completed Date: June 30, 1976

2. Cooperative Education—A National Assessment

The purpose of this study, mandated by Congress, is to evaluate the effectiveness of Cooperative Education at the postsecondary level. The first of four tasks will focus upon a cost benefit analysis for the three components (students, institutions, and employers) of Cooperative Education. A second task will evaluate the effectiveness of federal funding to date, while the third task will assess the national potential for Cooperative Education. The last task will assess the potential role of Cooperative Education as it relates to career education.

Contractor: Applied Management Sciences

Expected Completion Date: December 31, 1976

3. A Study for Federal Eligibility and Consumer Protection Strategies

The purpose of this study is to develop a set of reporting instruments for assessing and monitoring private and public postsecondary institutional activities in the light of the U. S. Office of Education's Accreditation and Institutional Eligibility Staff's mandates. Moreover, it will provide information for the student consumer to help in his/her selection of an institution which will best suit his/her educational objectives. Additionally, the quantitative and qualitative criteria developed from the study will be useful to the needs of agencies involved in the regulatory process of institutional eligibility, and student consumer practices.

Contractor: American Institutes for Research

Expected Completion Date: October 31, 1976

4. Analysis of GSLP Data Base

Nine separate but related analytical projects are focussing upon further examination of borrowing and default by minorities, and the identification and profiling of the characteristics of high-default rate institutions. These analyses will further extend our ability to draw inferences from the large GSLP data base with respect to utilization of the program and certain patterns of abuse by both individual borrowers and lending institutions. Included in these new data base analyses will be all loan disbursements and claims between June 30, 1973 (chronological limit of prior data base) and December 31, 1974.

Contractor: Systems Group, Inc.

Expected completion date: June 30, 1976

5. Design of GSLP Data Base

The current Loan Estimation Model uses for projection purposes a large, randomly selected sample of one million borrowers and 70,000 defaulters. Such large samples randomize both errors and missing data categories and are, therefore, representative of the entire universe of borrowers and defaulters. However, such large samples are costly to run and must be utilized for inquiry into even simple relationships among data. Design of a new data base specifically for research purposes and utilization of keyboard consoles will result in a greatly accelerated query-response capability.

Contractor: Opinion Research Corp.

Expected Completion Date: October 30, 1975

STUDIES IN PROCESS AT END OF FY '75 (EXCLUSIVE OF CONTINUATIONS) OCCUPATIONAL, HANDICAPPED AND DEVELOPMENTAL PROGRAMS

1. Assessment of Bilingual Vocational Training

P.L. 93-380 requires the Commissioner of Education and Secretary of Labor to report annually to the President and Congress on the status of bilingual vocational training. The purpose of this study is to collect information about the status of bilingual vocational training in all 50 States. The study includes a second phase to provide a small design study to determine the impact of such programs and to test the feasibility of measuring such outcomes.

Contractor: Kirschner Associates; Albuquerque, New Mexico

2. Assessment of Vocational Training Programs for Disadvantaged Students

The purpose of this study is to provide information about how States set priorities and allocate funds for money for vocational services and programs for disadvantaged students. In 50 LEAs, the study will identify and analyze the various policies, or strategies within the community setting, such as coordination of resources for the disadvantaged and special legislation, which directly or indirectly impact on the quality and effectiveness of vocational training programs for the disadvantaged students in terms of quality of training opportunities, instruction, service available, job placement, etc. The study will also identify and assess the designes of vocational programs serving disadvantaged students at the school or project level and services present in comparison with other vocational education programs which appear to serve similar students but which do not receive Part B setaside money. Existing constraints in carrying out the various educational programs for the disadvantaged students will be analyzed. The study will also identify the extent to which work experience components are present in programs for these populations, the quality of work stations, and the necessary conditions under which expansion of work experience programs is possible.

Contractor: Olympus Research Corporation; San Francisco, California
Expected Completion Date: October, 1976

3. Assessment of School Supervised Work Education Programs

The purpose of this study is to provide a follow-up of a original study sample to determine what happens to cooperative education and work study students, whether they get training-related jobs, whether participating in work education programs increases their earning power or enhances their career progression to a significant degree beyond the experience of students who did not participate in these programs. A sample of 30 secondary and post-secondary cooperative education programs in urban settings will document the growth, training opportunities, strategies, and significant characteristics of these programs. Findings will be related to those of the first phse study.

Contractor: Olympus Research Corporation; San Francisco, California
Expected Completion Date: December, 1975

4. As Assessment of the State Agency Component of The Right to Read Program

The objective of this study is to assess the extent to which 31 participating States have implemented the OE-Right To Read State program strategy. Specifically, the study is designed to assess the status of program development and define the outcomes as of the date of data gathering. Specific attention will be given to the following primary program thrusts, viz., (1) training of local education agency Right To Read directors; (2) providing technical assistance to LEA reading programs; (3) develop model reading program demonstrations; and (4) dissemination of information on best practices to LEAs.

Contractor: Applied Management Sciences, Silver Spring, Maryland.
Expected Completion Date: June 30, 1976

5. A Comparative Analysis of Postsecondary Occupational and Educational Outcomes for the High School Senior Class of 1972

This study is designed to examine the educational and occupational outcomes of vocational students since leaving high school. The main objective of the study is to explain the underlying processes by which high school students select their educational and occupational goals. Of central importance are the reasons a student enters vocational education, his financial aspirations, and other socio-economic and psychological factors. The study will provide a better understanding of the development of vocational students as they pass through the American educational system, and of the complexity of factors associated with individual educational and career outcomes. This analysis of student information, their educational experiences, and their subsequent outcomes (successes or failures) should aid decision makers in altering the educational system to meet the diverse needs of its students.

Contractor: Education Testing Service
Expected Completion Date: June, 1976

6. An Assessment of the Center Programs Supported Under the Education of the Handicapped Act

The purpose of this study is to assess the impact of the 13 Regional Resource Centers and the Coordinating office in terms of the degree to which they are able to develop interstate capacity for diagnostic and prescriptive services for handicapped individuals (learners). The provision for these programs is derived from Part C, Sec. 621 of P.L. 93-380. Impact will be measured in terms of: 1) the developmental stage of state master plans and programs, 2) changes in the kind and amount of direct services rendered and the manner in which this activity occurs, and 3) the development of a network for coordinating and disseminating center activities.

Contractor: Abt Associates, Cambridge, Massachusetts
Expected Completion Date: October 1976.

7. Development of a System to Report State and Local Uses of Federal Education Funds

Section 512 (P.L. 93-380) has mandated the data collection and analysis annually of each State's allocation and expenditures of its program funds, to include as a minimum for each intrastate project, dollars for that project, purposes served, and beneficiaries. There are currently some 26 programs of Federal assistance which together constitute the Federal funded State-administered education programs. Their aggregate sum is approximately half of all OE funds. System development has begun and will include system test and implementation. For only the first year's report, due October 15, 1975, an ad hoc collection effort will be conducted.

Contractor: Booz, Allen & Hamilton, Inc., Washington, D.C.
Expected Completion Date: July, 1977

8. Adult Education: Research and Evaluation

Originally, the purpose of this project was to assess the demand and supply in adult education as well as the special projects program which has now been shifted from the Federal to the State level. Therefore, the project is currently focusing on broader aspects of the need for adult education and the response to that need throughout the United States. Special consideration is being given to the many adult education activities of the various Federal agencies and a careful consideration of alternative Federal roles in this area.

Contractor: Kirschner Associates, Inc., Washington, D.C.
Expected Completion Date: November, 1975

9. Survey and Assessment of Career Education in the Public Schools

This survey, which was mandated by Public Law 93-380 is being done in cooperation with the National Advisory Council on Career Education. The purpose is to assess the status of career education in the United States. It will gather data from a stratified sample of school districts, will gather information on activities in institutions preparing educational personnel, and will consider a variety of other information about curricula and materials in preparing a comprehensive report for the Congress which will include the Council's recommendations.

Contractor: American Institutes for Research; Palo Alto, California
Expected Completion Date: March, 1976

A. ELEMENTARY AND SECONDARY EDUCATION PROGRAMS

A. Elementary and Secondary Education Programs

1. Education of Disadvantaged Children
2. Program for Migratory Children of Migratory Agricultural Workers and Migratory Fishermen
3. Title I Program for Institutionalized Neglected or Delinquent Children
4. Supplementary Educational Centers and Services: Guidance, Counseling, and Testing
5. Strengthening State and Local Education Agencies
6. Bilingual Education
7. Follow Through
8. School Assistance in Federally Affected Areas: Maintenance and Operation
9. School Assistance in Federally Affected Areas: Construction
10. Emergency School Aid Act (Desegregation Assistance)
11. Training and Advisory Services, Title IV, Civil Rights Act
12. Packaging and Field Testing

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Education of Disadvantaged Children

Legislation	**Expiration Date:**
Title I of the Elementary and Secondary Education Act of 1965, as amended Parts A, B and C	June 30, 1978

Funding History	Year	Authorization	Appropriation
	1966	$ 1,192,981,206	$ 959,000,000
	1967	1,430,763,947	1,053,410,000
	1968	1,902,136,223	1,191,000,000
	1969	2,184,436,274	1,123,127,000
	1970	2,523,172,905	1,339,050,900
	1971	3,457,407,924	1,500,000,000
	1972	4,138,377,672	1,597,500,000
	1973	4,927,272,941	1,810,000,000
	1974	4,182,509,627	1,719,500,000
	1975	6,313,857,213	1,876,000,000
	1976	4,371,762,818	1,900,000,000

Program Goals and Objectives:

Section 101 of P.L. 89-10, as amended through the 90th Congress, 1st session states:

> In recognition of the specific educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local education agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in this part) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children.

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* The total authorization and appropriation levels are reflected in these columns (not just those for Parts A, B and C). In the subsequent Migrant and N or D sections only their respective totals are reported.

In discussions associated with the preparation of the Education Amendments of 1974 (P.L. 93-380) the Report of the House Committee on Education and Labor stated "that local educational agencies should give priority attention in operating Title I programs to the basic cognitive skills in reading and mathematics and to related support activities to eliminate physical, emotional or social problems that impede the ability to acquire such skills".*

Program Operations

Administrative responsibilities for Title I are shared by the U.S. Commissioner of Education, State education agencies (SEA's) and local education agencies (LEA's). USOE: (1) determines the entitlements of counties and of State agencies; (2) ratably reduces LEA authorizations on the basis of Congressional appropriations; (3) distributes available funds to SEA's; (4) develops and disseminates regulations, guidelines and other materials related to administration of Title I; (5) provides monitoring and technical assistance to SEA's (6) compiles fiscal, statistical, and evaluation data; (7) evaluates the results and effectiveness of the program; and, (8) receives assurances from SEA's that programs will be administered in accordance with the law and the regulations.

Participating SEA's must assure USOE that they will administer the program in their States and submit evaluation and fiscal reports as provided in the law and regulations. Administrative functions of SEA's include: (1) approval or disapproval of proposed LEA projects; (2) suballocation of county aggregate grants to eligible LEA's; (3) provision of technical assistance to LEA's (4) maintenance of fiscal records, and (5) preparation of fiscal and evaluation reports for USOE.

In developing, proposing, implementing, and evaluating local projects, LEA's are required to identify areas impacted with high concentrations of children from low-income families, assess the special needs of children in those areas, and design projects that match available resources to identified needs. In addition to these activities, LEA's must keep adequate fiscal records and provide SEA's with annual fiscal and evaluation reports.

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*See pp. 20-21 of House Report No. 93-805. Both House and Senate discussions (see Senate Report No. 93-763, pp. 30-31) recognized that such an assertion was not intended to preempt the prerogatives of local authorities to give priority to other areas if such emphases were required to better meet the needs of disadvantaged children.

Title I enabling legislation and USOE regulations instituted one of the largest Federal-State-local education partnerships in the history of United States education. The legislation authorizes Federal financing of thousands of separate, autonomous, local programs operated and administered by local school boards and approved by the State. USOE's primary role is to administer the program without exercising direction, supervision or control over the curriculum, program of instruction, administration or personnel of any educational institution, school, or school system. The intent of the law is to let local educational agencies--the agencies that are most acutely aware of the unique needs of local educationally deprived children--design and implement projects that will match available resources to local needs.

USOE's stragegy for administration and operation of Title I at the State level has been to monitor those activities and provide technical assistance to the States as required. Similarly, monitoring and technical assistance activities are the responsibility of SEA's and are meant to insure LEA compliance with the letter and intent of Title I regulations. USOE's monitoring and technical assistance activities are a major component of the effort to improve ESEA Title I program operations at the State and local levels.

Improvement of local project impact on participating students is the goal of two additional strategies, namely, SEA project development/evaluation technical assistance, and USOE identification, validation, packaging and replication of local projects that have demonstrated their effectiveness for children. SEA's are granted up to one percent of the total State Title I allocation or $150,000, whichever is greater, to monitor and provide technical assistance to LEA's.

Program Scope

For the 1971-1972 school year the Consolidated Program Information Report (CPIR) indicated that 5,946,930 children enrolled in public and private schools* participated in Title I programs operated by local agencies. This represents approximately 12 percent* of all students enrolled in elementary and secondary education in the U.S. (both public and private and roughly one-fourth of the school-age children residing in school districts that have at least one Title I eligible school.

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* This includes schools in districts which have a total enrollment of more than 300 students.

Ninety-five percent of the above Title I participants were public school students. The remainder (some 5 percent) were non-public school students who were participating in public school operated Title I programs. These latter students also represent approximately 5 percent of all non-public school students enrolled in elementary and secondary education. The public school enrollees participating in Title I represent 12 percent of the total public school enrollment.

Although Title I funds reach only 12 percent of the students in the U.S. they involve a much greater proportion of schools and school districts. Of some 89,372 elementary and secondary public schools in the U.S., Title I funds are received by about 52 percent of them. Similarly, of roughly 18,142** such non-public schools, some 33 percent have one or more students participating in Title I supported programs. About 60 percent of all public school districts in the U.S. receive Title I funds.

More recent evidence from State reports indicates that the number of children being served has declined (FY 75 Budget Justifications; Gamel, et al., 1975). This decline represents some admixture of the following trends: improved accuracy in who is counted; a tendency to count only children receiving instructional services; a tendency to provide a fixed level of services to children who are being served and since costs are increasing the number of children served has shown a corresponding decrease.

The CPIR also indicated that some 211,711 school and state institutional personnel received training supported by Title I funds (exclusive of those supported by migrant funds). It is not surprising that 59 percent were teachers and another 28 percent were aides (trained at a cost of $119 and $97 per recipient, respectively). Eighty-two percent of the teachers received their training during the regular school year. More than half of the teachers (58 percent) received training for four days or less at a cost of $46/teacher. Another 17 percent received one to four weeks of training at a cost of $146/teacher. Summer training sessions were more expensive overall ($170/teacher) as well as when compared with sessions of the same corresponding length offered during the regular school year.

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* This represents a slight underestimate since the base uses 1970 Census data and that enrollments for the 1971-72 school year had declined slightly.

** These figures are for the 1970-71 school year.

Somewhat different results were obtained for aides. Some 47 percent received training of four days or less at a cost of $28/aide. Another 21 percent received from one to four weeks training at a cost of $84/aide. Seventy-six percent of aides were trained during the regular school year. For those aides trained during the summer the cost was $57/recipient with only sessions of four days or less being more expensive than their regular school year counterpart ($46 for summer versus $28 for regular school per recipient).

A total of 68,158 parents of children participating in Title I activities were involved in school district level advisory committees. A comparable figure for school level advisory committees is 87,600 parents. However, the greatest level of involvement is at the Title I project level with 446,835 parents of participating children being involved in project related activites*.

During the past decade 19 States initiated their own compensatory education programs. Fourteen are currently in operation; four more have programs which will go into effect by 1976 (State Compensatory Education Programs, 1975).

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* These data are also obtained from the CPIR for the 1971-72 school year. Since a parent can be involved at more than one level, these figures are not mutually exclusive.

Program Effectiveness and Progress

There are two main reasons why the debate about the achievement benefits of students who participate in basic skills projects funded by Title I appears to be diminishing. First, the incidence of successful projects is increasing to a point where their effect is beginning to appear in the aggregate. For example, evidence from State and national level Title I evaluations indicates that project participants achieve at a rate that is equal to or greater than the national average while they are in the project. Second, a better understanding is developing of the general issues involved in evaluation and means are being devised to institute improved evaluation practices. These conclusions are expanded upon and qualified in the following paragraphs.

Two recent studies indicated that Title I allocation procedures provided additional funds to school districts with the greatest financial need (Berke and Kirst, 1972; Johns, et al., 1971). The latter of these two studies indicated that in the sample of districts studied, those with greatest financial need also had the greatest educational need, as evidenced by their pupil achievement test performance.

A study of the use of different data sources for the purposes of allocating funds from the county level to school districts within it has shown that: (1) the AFDC count favored the urban areas whereas the use of income or test performance data favored the small cities and suburbs; (2) whether an income or an AFDC measure was used appeared to be more critical in affecting the allocations than was the currency of the income data used; and, (3) the currency of income problem could be solved by using State income data in the 30 States where such data is available (Thomas and Kutner, 1975)*.

Though local Title I projects may encompass a wide variety of objectives, information from the CPIR indicates that 62 percent of Title I funds were spent for direct educative services (namely, language arts, culture, social sciences, vocational skills and attitudes). Slightly more than half of these latter funds were used to support programs aimed specifically at improving the reading skills of the participants (National Center for Educational Statistics Bulletin No. 19, July 12, 1974). Given this programmatic emphasis, it seems fair to regard improvement in reading skills as one of the primary indicators of program effectiveness, especially in the elementary grades. Indeed, most of the evaluative evidence in the individual State and local evaluation reports is comprised of reading test scores (Wargo, et al., 1972; Planar, 1973; Gamel, et al., 1975)*.

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* In response to P.L. 93-380, the NIE is conducting a study of the effects of using different poverty definitions and test scores on the Title I funds allocation process (NIE, Interim Report No. 1, August, 1975).

There are two main sources of information on the effectiveness of reading projects: (1) national studies sponsored by USOE; and, (2) State and local evaluation reports.** For the first category, the results of three studies are just now becoming available and some discussions will be devoted to them. For the latter category, recent results of a study concerning what can be learned from recent State and local reports and how they might be improved will be discussed.

. Evidence of Effectiveness from National Studies

The first study dealt with the effects of compensatory reading programs on student reading skill acquisition for a nationally representative sample of elementary schools. One aspect of the study attempted to give a brief historical overview, from extant data, of the growth in reading skills of students over the past half century. The conclusions of this effort were that students of today are more able in their skills, as judged by their performance on standardized reading tests than were their counterparts of 20 years ago or earlier and that there was a gradual improvement in reading skills over the forty year period prior to 1965 (Farr, et al., 1974). During the past decade this trend has ceased and a very slight decline may have set in.† Possible explanations for this decline were not given. However, the cumulative effects of television and a relaxation of the degree of structure of the curriculum through open classrooms, individualized lesson plans and projects, etc. should be considered.

Partial support for this conjecture comes from a recently completed study that showed that this decline (relative to national norms) was also present in the upper elementary grades in a sample of schools selected on the basis of their intensive emphasis on innovation and individualization. (Note: These were not compensatory programs.) While these schools varied with respect to the level of innovation present in them, there was no consistent relationship between emphasis on innovation and achievement in the upper elementary grades. This same study did observe positive gains in reading achievement (relative to national norms) in the early grades. However, relative to this sample of schools, students enrolled in programs with a more moderate emphasis on innovation and individualization showed the greatest improvement in reading skills (Chalupsky, et al., 1976). Theselong-range trends pertain to the entire population of students -- not just to those who are educationally disadvantaged. They are countered by more recent results from the National Assessment of Educational Progress. These results indicated that 17 year olds in 1974 performed better on exercises pertaining to functional reading skills than did their 1971 counterparts and that children whose parents had little or no high school education showed the greatest improvement during this period (National Assessment of Educational Progress, Functional Literacy-Basic Reading Performance, 1975).

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* Section 142 (a) 3 of P.L. 89-10 requires the States to include information on attainment in their annual reports.

** The review will not discuss other Title I studies currently being conducted in response to P.L. 93-380 (they are listed in Appendix A. However, as such results become available they will be discussed in future reports (there are at least five Federal government units currently engaged in Title I effectiveness studies).

† For corroboration of a comparable trend in England see Start (1972).

A second aspect of the compensatory reading study showed that of the 537 schools studied: (1) 90 percent had some kind of compensatory reading instruction and 70 percent received Title I funds, (2) the dominant instructional approach was linguistic-phonetic used by: 66, 54 and 33 percent of second, fourth and sixth grade teachers, respectively; (3) only 5 percent of teachers did not use basal readers; (4) 20 percent of teachers had free choice of instructional materials while another 25 percent had no choice at all, however almost all teachers supplemented with materials they devised themselves; (5) compensatory reading instruction was most often conducted during regular reading instruction times--next most often before or after school hours or during the summer; (6) there were substantial differences among the schools studied in the ways they approached compensatory reading instruction and it was possible to categorize these approaches in meaningful ways (Rubin, et al, 1973).

A third, aspect of this study dealt with the effects of programs in 256 of these schools on their participants using Fall and Spring measures of reading skills and liking for reading activities in grades 2, 4 and 6 (there were 115 schools with Title I funded compensatory projects, 79 with projects funded from sources other than Title I, 27 schools with no compensatory programs and 33 schools with innovative or unusual projects).

Analyses of fall test scores showed that the typical student who received compensatory assistance in reading was at the 20th percentile for grade 2 and at the 22nd percentile nationally for grades 4 and 6, respectively.* However, there were some important differences in these results by grade level and by source of funds. At the second and fourth grades the educational needs of students served, as indexed by their percentile rank, was fairly similar regardless of funding source whereas at the sixth grade students in schools receiving Title I funds were at about the 20th percentile while those in schools not receiving Title I funds ranked at the 25th percentile: Hence, the most needy students do receive special assistance in reading and for Title I schools this is so for each of the grade levels studied.

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* In conjunction with the Emergency School Aid Act evaluation, children in grades 3, 4 and 5 of a nationally representative sample of minority isolated schools (50% or more non-white) performed at the 23rd, 18th and 19th percentiles, respectively, on reading achievement in the Spring of 1973; similar results were obtained for mathematics achievement (Ozenne, D. G., et al., 1974).

These percentiles do not begin to tell the whole story. It is also instructive to examine the percentile ranks of students in such schools who do not receive compensatory assistance in reading. For schools that received only Title I funds for their compensatory efforts, their non-compensatory students ranked at the 42nd percentile at grades 2 and 4 and at the 47th percentile at grade 6, while such students in other schools were consistently near or above the 50th percentile. Hence, in schools whose compensatory efforts are funded solely by Title I, the number of educationally disadvantaged students is so great that many unassisted students would qualify for services if they attended a less impacted school (especially in the lower grades).

How then do students who receive such services benefit from them? Compared to students who attend schools that do not have any compensatory services, compensatory assisted students acquire reading skills and grow in their liking for reading activities at about the same rate even though students in these former schools (viz. schools without compensatory services) were not educationally disadvantaged (on the fall pre-test students in these schools ranked at or above the 41st percentile on national norms). These assertions hold for Title I schools as well as for schools whose compensatory efforts were not funded by Title I. A comparison of growth in reading skills of students who did and did not receive compensatory assistance (naturally, only in schools where such assistance was offered) showed that the assisted students acquired reading skills and a liking for reading activities at a rate equal to or greater than their less educationally disadvantaged peers. Examination of the raw test scores showed that the degree of disadvantagement of assisted students (viz. distance behind their unassisted peers) tended to narrow from the fall pre-test to the spring post-test and moreso at the lower than at the higher grades. Finally, a comparison of the growth in reading skills of unassisted students in schools that do and do not offer compensatory assistance in reading shows their rates of acquisition to be about the same. Since on the pre-test unassisted students in solely Title I funded schools tended to be more educationally disadvantaged than their counterparts in schools not so funded, such results suggest a side benefit to Title I funds: the presence of a compensatory reading program may also enhance the achievement rates of unassisted students (perhaps because they are no longer held back by the slower students).

Are there any attributes then, that characterize the more successful from the less successful projects? No single configuration of resources, their frequency of utilization nor their cost was appreciably related to the relative success of the different projects. Further, projects were not uniformly successful across the grade levels (viz. those that were successful at the lower grades were not also effective at the higher grades and vice-verse.* However, the five** unusually successful projects that were identified did concentrate on reading utilizing an eclectic or adaptive approach for overcoming student reading problems (viz. a wide variety of techniques and materials were tried). Such results suggest why a core of planning and management variables might be the ones that might best typify project success.

By way of summary then this national level study of compensatory reading programs has shown that the most educationally needy students are the ones who receive compensatory assistance in reading and they benefit from these services such that they acquire reading skills and a liking for reading activities at a rate equal to or greater than their more advantaged peers. As a result they tend to catch up a little or at least maintain their same relative position rather than as has been the case historically, to fall further behind. However, these assertions apply to students who participate in such programs during the academic year. Apparently, such results are not cumulative across the years for students who receive compensatory assistance in reading tend to stay at about the same percentile on the Fall test results at grades 2, 4 and 6. Undoubtedly the summer drop off and serving the most needy students each year (projects don't carry along their successes but rather only those they have been unsuccessful with) affect such grade level results. The point up the need for a follow-up of the same students over time to see how their gains are sustained if or when they leave the program.

The aforementioned results concerning cost require qualification in light of other information. Recent evaluation results from the first year of the Emergency School Aid Act found "a positive relationship between the level of supplemental reading program funding and student reading and mathematics achievement" (Coulson, et al., 1975). Similarly, an earlier study found a modest positive relationship between Title I per-pupil expenditures and achievement gains for reading projects in California schools that had heavy concentrations of disadvantaged children. However, there was no evidence for the existence of a "critical mass" of compensatory expenditures such that expenditures above a certain level resulted in pronounced improvements in reading (Tallmadge, 1973).

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* Somewhat similar results wer found in a study of Follow-Through classrooms by Stallings (1974).

** Four of these were Title I funded.

✦ The renowned "Coleman Report" (Coleman, et al., 1966) as well as many smaller scale studies of that same period showed this decline. However, artifacts introduced by the use of grade level equivalent scores tended to make this decline appear much worse than it really was.

. Evidence of Effectiveness From State and Local Reports

Another form of information concerning the aggregate benefits of Title I came from the annual State evaluation reports. Early in FY '73 legislative activities suggested that Title I would retain its identity even if consolidation were to occur. Therefore, a study was initiated to see what could be learned from a critical examination of the information in recent State Title I reports (FY's 71-74), how such results might have changed when compared with earlier years (FY's 69-70 in Wargo, et al., 1972) and, how State reporting system might be improved.* Results from the first phase of this study, which is concerned with the review of current and past reports, reveals that most continue to show a number of serious shortcomings which precludes their usefulness in making statements about the achievement benefits of project participants at the state level. Most reports do not contain statistically representative data and the data which are presented are almost always expressed in terms of grade level equivalent gains. The data are unrepresentative because many LEAs do not get their reports in on time to be used in the State's report of those that do, the data are often incomplete and nonrepresentative.† Hence, in preparing his report the State evaluator is forced to rely only on the available data and this is a biased subset of all LEA projects and their participants**. Almost all of the States report their achievement benefits in grade equivalent gains--ametric that capitalizes on systematic biases introduced by the practices of test manufacturers, as discussed in a subsequent section.

Despite these drawbacks some trends across this six year period could be discerned. They were: (1) the numbers of Title I participants showed a progressive decrease while expenditures over time showed a corresponding increase with the result that average Title I per-pupil expenditures increased; (2) most participants were involved in Title I during the regular school term, most were in the primary grades and most were involve in reading or language arts programs; (3) expenditure data which were available showed a substantial and continuing increase for instruction and a decrease for construction and equipment; (4) there was a heavy emphasis on direct educational services in contrast to services supportive of the instructional program with reading and language arts receiving highest priority; (5) needs assessment information indicated that reading and mathematics are the most frequently identified areas of need and that standardized tests are used to determine student needs; (6) for the small number of states for which impact data were found to be valid (about 17) student participants manifested growth equivalent to or greater than the national average ,however, their fall test scores at successive grade levels showed that such gains as did occur were not cummulative across the years,undoubtedly for some of the same reasons cited earlier (summer losses and serving the most needy each year) as well as due to the States use of Grade Level Equivalent scores for reporting gains (Gamel, et al., 1975).

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* Specific steps that are being taken to improve State and local project evaluation practices and reports are discussed in the final portion of this report.

** The direction of the bias is probably positive if one recognizes that children present at the beginning and end of the school year are more likely to be more academically able than those who leave.

† Some States have used the Anchor test results to equate achievement test scores for grades 4, 5 and 6 (1974). However, this practice is limited and will diminish as more manufacturers revise their tests.

In a recent search for effective reading projects sponsored by the Right-to-Read program (viz. the search was not limited to compensatory projects) some 1500 candidates were identified. Of this total about 52 percent eliminated themselves from consideration (by failing to respond to the survey questionnaire). Of the 728 remaining only 27 (or less than four percent) were found to meet defensible standards for claims of effectiveness (e.g., adequate criterion measures, statistical adequacy, experimental design, etc.). Of these 27 projects,OE's Dissemination and Review Panel (DRP) approved 12 as meeting adequate evaluation standards (this represents a survival rate of less than one percent of 1500 or about 1.6 percent of the 728). Of those that were approved by the DRP eight were compensatory projects and four of these were funded by Title I (Bowers, et.al., 1974). Such results show that the problems of adequate evaluation procedures are not limited to a particular Federally funded program but are rather endemic to the educational sector.

These results can be contrasted with those from a survey conducted by the Title I program staff. In this survey each State was encouraged to nominate two effective projects. Fifty-one were received, screened and reduced to 28 by the OE staff. These 28 were then site visited to make detailed observations to them and to insure that they were in compliance with regulations. The 17 survivors from this latter screening stage were submitted to the DRP; 11 were approved for dissemination. On the basis of these two studies (as well as the foregoing) it can be asserted that the evaluation requirements for Title I "lead the way" for the evaluation of State and locally funded projects. Indeed, one might question whether effectiveness concerns would have attained anywhere near the prominence they have during the past decade were it not for the Title I evaluation requirements.

A third, earlier search conducted by OPBE, sought to identify, validate and package up to 8 effective approaches to compensatory education so that schools in other locales could duplicate the projects by working directly from the package (Tallmadge, October 1974). Some 2000 projects were considered as potential candidates for packaging. Initial screening on three criteria reduced this number to 136. The three criteria were that the program had to: emphasize reading or math benefits; to be oriented toward disadvantaged children; and, be evaluated more than once. Of the 136 survivors, detailed descriptive information could be obtained on only 103. Fifty-four percent of these were rejected due to inadequate evidence of effectiveness as determined by an exceptionally rigorous examination which included independent analyses of project raw data and on-site visitations. Hence, six projects were selected and their specific implementation requirements were packaged in what have come to be called "Project Information Packages" (PIP's) (five of these six were Title I funded). These six packages are now being field tested to see if results in other sites can be produced which are comparable to those of their original site.*

When the effectiveness data for the above projects were being carefully validated (Tallmadge and Horst, 1974), some heretofore unrecognized effects of the practices of test manufacturers were revealed. Since these effects are dramatic in nature and have profound implications for the conduct of all evaluations they will be dealt with in some detail here.

Many test manufacturers obtain their "norm" data (namely, data on how a nationally representative sample of students perform on the test) during the middle of the academic year, about February. For many purposes including program evaluation, however, norms are desired so that one can gauge their students' standing relative to other students at the beginning and at the end of the school year. To fulfill this need the manufacturers usually create "synthetic" norms by drawing a smoothed curve through the average or median scores for consecutive grade levels. This curve is then assumed to represent the growth throughout the academic year for a typical or average student. However, students probably do not grow according to this kind of a curve. They may forget a great deal over the summer and may learn more during some periods of the year than others. Consequently, this smoothing procedure introduces systematic biases which can produce some of the following results depending upon the grade level involved: (a) project students can show better than month for month gains yet never catch up with their more advantaged peers; (b) project students are virtually precluded from showing month for month gains or better since the typical or average student only gains two-thirds of a month per month.

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* For more details on the nature of the field test see the evaluation projects described under the Packaging and Field Testing Program.

In addition, some test publishers break the nine month academic year up into three equal segments with all of the growth occuring between segments. For example, starting with September 1st as the beginning of the school year, three months of growth would occur between November 30th and December 1st and another three months of growth would occur between February 28 and March 1st. As a result of these kinds of synthetic norms, a program that administers its pre-test late in the Fall and then post-tests early in the Spring will show more month per month growth than a program that tests early in the Fall and late in the Spring, even though the latter program might be considerably more effective than the former. Finally, the use of grade equivalent scores, rather than standard scores or percentiles, was shown to systematically distort the amount of growth even when real norms were available for the time period under consideration. As a result projects can be judged effective and worthy of dissemination when they aren't and project participants can be judged as catching up with their more privileged counterparts when they aren't. Or alternatively, on occasion effective projects can be rejected as being ineffective. The antidote to all this is to use only those tests which have real norms appropriate for the time interval under study and to base the evaluation on standard scores and express the results in percentile ranks.* These results have profound implications for the upgrading of State and local Title I evaluation practices discussed in subsequent paragraphs.

. Summary of Program Effectiveness

At the individual project level then, some highly successful efforts can be isolated. Usually, however, evaluation evidence is not adequate to permit judgments about a project's effect either because of inappropriate evaluation procedures or because of flaws introduced by the current practices of test manufacturers. The aggregation of such evidence cannot, in turn, support inferences concerning the benefits that accrue to the aggregate of participants. However other sources of evidence lead one to the belief that progress is being made in the benefits that students derive from their compensatory assistance. The basic reason for this belief is that the evidence is now mixed whereas in prior times the only evidence available indicated that disadvantaged students had not improved or fell further behind.** For example, results from the National Assessment of Educational Progress (National Assessment Newsletter, 1972) indicated that economically disadvantaged children, as indexed by their parent's educational levels, race and geographic locale of residence, continued to fall substantially below the national medians on reading skills. However, more recent evidence from National Assessment concerned with growth in functional reading skills, shows that the most disadvantaged students experienced the greatest growth over a three-year period, as discussed earlier (National Assessment of Educational Progress, Functional Literacy-Basic Reading Performance,, 1975). Similarly, because of the varied and often-times invalid results of local project evaluations and their States's aggregation thereof, it was difficult to judge what was being accomplished. However, an exhaustive study of those reports and of the practices that lay behind them showed that a few states had partially valid results and for them achievement benefits of the student participants could **be discerned (Gamel, et al., 1975)**. Finally, the results of a national evaluation of compensatory reading programs, which did not have any of the shortcomings of State and local Title I evaluation reports, also showed that disadvantaged students were not falling further behind their more advantaged peers while they were in the program.

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* For example, participating students moved from the 12th percentile on the pre-test to the 33rd percentile on the post-test.

** Results from the Educational Opportunities Survey of 1966, better known as "The Coleman Report", were a major factor in developing the expectation that disadvantaged students would fall increasingly further behind their more advantaged peers throughout their years of schooling (Coleman, et. al., 1966). It should be noted that the data for this study were obtained at about the same time that Title I was initiated and as such it forms one base-line for Title I in the achievement area.

. Evidence on the Effectiveness of Individualized Instruction

In section 131 of P.L. 93-380 Congress encouraged "where feasible, the development for each educationally deprived child participating in a program under this title of an individualized written educational plan (maintained and periodically evaluated), agreed upon jointly by the local educational agency, a parent or guardian of the child, and when appropriate, the child". Although not designed for these specific purposes* recent results of a study of a select sample of highly innovative programs, which also represented a variety of different approaches to individualized instruction, have shown that in the early grades students benefitted most from a more moderate emphasis on individualization (in terms of their performance on standardized measures of reading and mathematics). In later grades (5 through 8), however, there was no consistent or notable relationship between program emphasis on individualization and achievement in reading and mathematics (Chalupsky, et al., 1976). It should be noted that these approaches were not intended solely for disadvantaged students even though they were represented in the study. Further, none of the programs had the explicit degree of parental review and approval recommended by Congress.

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* One aspect of the NIE study of compensatory education is concerned with an investigation designed especially to cover all aspects of this Congressional proposal (NIE, Interim Report No. 1 August 1875).

. New Title I Evaluation Requirements

In the Educational Amendments of 1974 Congress recognized the need to upgrade State and local Title I evaluation practices and reports. In Section 151 of P.L. 93-380 they gave the Commissioner specific directives and funds to accomplish such objectives.* Summarized succinctly these directives are to:

1. Conduct independent evaluations describing and measuring Title I program and project impact.

2. Develop and publish standards for program/project evaluation models for SEA/LEA use which include uniform criteria and procedures which yield comparable data on a statewide and nationwide basis.

3. Provide, where appropriate, for joint Federal/State sponsored evaluations.

4. Provide technical assistance to SEA's to enable them to assist LEA's in implementing the evaluation models.

5. Develop a system for the gathering and dissemination of information about effective projects and practices, and evaluation results to SEA's, LEA's, the education profession and the general public.

These directives have given added impetus to efforts already underway to develop evaluation models focusing on basic skills (these are an outgrowth of a study of how to upgrade the annual State Title I evaluation reports as discussed earlier). It has also led to new efforts to develop other, non-instructional evaluation models. Since the latter models have yet to be developed the remainder of the discussion will focus on the nature of the basic skill evaluation models, how they might be implemented nationally and what their technical assistance requirements might entail.

There are currently three types of basic skills evaluation models which can be used with either standardized or objectives-referenced (sometimes called criterion-referenced) achievement tests. If used properly they enable aggregation across different kinds of tests and across different types of models both within and among LEA's and SEA's** The models differ in the way they arrive at an expectation as to how well students would have achieved in the absence of their Title I instructional assistance. The most desirable model from the standpoint of rigor is also the most difficult one to produce in practice. It is called the control group model and entails the random assignment of students who are eligible to receive assistance to one of two groups. One group receives the special assistance while the other receives whatever services the school system would normally provide in the absence of Title I funds. The performance of the non-Title I group then allows one to gauge the extent to which the Title I assisted students benefitted from their services. The other two models attempt to find comparison groups by less rigorous but more practical means. The next most rigorous model is called the regression model. It requires that all students be administered a pre-test* and a post-test and that the most needy students, as indicated by their pre-test performance, be given special Title I assistance. The model then uses the growth of the less needy, unassisted students to estimate how the most needy students would have grown in the absence of Title I. Such an estimate can then be compared with the amount of growth actually experienced by Title I assisted students. One serious practical problem with this model is that it requires pre-testing of all students in a given grade in order to find the most needy--an often times expensive requirement. The final model and the one most likely to be used in practice is called the "norm-referenced" model. In this model the performance of students from the national norms group** is used to indicate how students would have fared in the absence of Title I assistance. This estimate can then be compared with how much growth Title I assisted students actually experienced. This is likely to be the most widely used model because mildly incorrect variations of it are currently widely in use (Gamel, et.al., 1975 and Tallmadge, et.al., in process).

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* See Appendix C for OPBE's report to Congress of January 31, 1975 on the plans for the implementation of this legislation.

** Consider for example three LEA's where each one uses a different test and each uses different numbers and types of models (an LEA can use more than one type of model). Such results can be aggregated across LEA's.

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* Actually, teacher judgments can be used in lieu of or in addition to test scores.

** A national sample from which variations in age/grade level appropriate performance are determined by test publishers.

Given the prophecy that the "norm-referenced" model will be widely used in the future only more correctly so, it is desirable to reflect on what corrections to current practices must be made and what the long-term results from such practices might be. First, tests must be administered at points in time that correspond to when the test was normed. The use of test publisher's interpolated norms to obtain an estimate of growth for time periods not covered by the test norms (e.g. using Fall norms for successive grade levels to interpolate what Fall to Spring growth would be) require a number of assumptions which introduce systematic errors into the results. These errors can in turn lead one to reject effective projects and accept ineffective ones (see our earlier discussion). Second, project results must be reported in a metric that is both meaningful to the layman and less misleading than is the current use of Grade Level Equivalent scores (GLE's). The latter can make the performance of disadvantaged students appear progressively worse throughout the years of schooling and lead to erroneous judgments concerning project and program impact because of inaccurate assumptions about average student growth. In addition, GLE's mislead the layman by implying that all students can be at or above grade level when in reality a GLE is an average below which, by definition, half the students must fall. Third, test publishers need to be encouraged to provide test results better suited to the evaluation of project and program impact. Three examples of such a need are especially pertinent. Empirical norms are needed for both Fall and Spring so that local evaluators can assess progress at time points more closely aligned with project duration. Tests are currently developed and normed to be appropriate for the average student in a given grade level. Since students who need compensatory assistance are well below average there are very few items appropriate for their level of development. Usually, a lower grade level version of the test is used to better assess their pre- and post test standing (called "off-level" testing). However, "off-level" norms are seldom available and their relationship with grade level appropriate forms and norms are seldom well articulated. Tests publishers need to provide such data and could do so rather readily. Finally, project success is currently gauged by comparing results for the average or typical student in a project with national norms for individual students. Since student performance is more variable than project performance the use of individual student norms can result in extremely stringent standards.* This need could be easily met by the provision of project (or classroom) norms.

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* An alternative approach would compare each individual Title I students scores with national norms to see how much they improved and then aggregate these improvements.

Since the "norm-referenced" model is now and in a more correct form will likely continue to be the most widely used model (the current technical assistance survey in the List of Projects shows this to be so, Tallmadge, et.al., in progress) it may be desirable to focus on some possible long-term effects of its use. There can be no doubt that if the "norm-referenced" model is used properly it will yield better information about local project performance than is currently available. Further, to the extent that its procedures are followed in a uniform manner by the local projects within a State, their results can be aggregated to the State level. Similarly, to the extent that this is true of all (or almost all) States, their results could be aggregated to provide a national picture. Given this highly desirable state of affairs profound problems would still exist with such results. Because of the widespread nature of Title I and its focus on the most educationally disadvantaged (its serves roughly one-sixth to one-fourth of all students who are below average grade level performance), Title I students will of necessity be well represented in any large scale test standardization. When norms are then used to evaluate Title I projects the projects will have to show more progress than they have in the past in order to be judged successful because their past performance is represented in the norms. (This is one reason why national studies that can focus on specially selected and/or created groups are needed to help illuminate program impact.). Further, one of the goals of test standardization is to eliminate test items that almost all students get correct. To the extent that Title I is successful in improving the performance of educationally disadvantaged students on items they usually do poorly on, such items will be eliminated and replaced by more difficult ones with the result that disadvantaged students might not show any relative improvement over subsequent test restandardizations. (One of the great virtues of National Assessement is that it allows absolute comparisons across subsequent time periods). However, if such a desirable state of affairs should eventuate solutions for these other problems might also be forthcoming.

Each of the States and three of their selected LEA's are currently being visited to assess problems associated with implementation of the models and a reporting system based on their results.** Regulations requiring their use will be prepared during the Fall of 1976. During this same period workshops on the models will be held for SEA's, centers will be established to provide technical assistance to SEA's and their LEA's in implementing the models, and a number of technical assistance monographs, forming part of a series, will become available. (The first such monograph is listed in the List of References; Horst, Tallmadge and Wood 1975).

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* An alternative approach would compare each individual Title I students scores with national norms to see how much they improved and then aggregate these improvements.

** See the list of Ongoing and Planned projects.

Ongoing (O) and Planned (P) Projects

1. Further Documentation of Title I Evaluation Reporting Models and Their Technical Assistance Requirements (O)

The purpose of this study is to build upon the results from a recently completed study of State Title I evaluation reports by having each SEA and a sample of their LEA's indicate the problems they would encounter in implementing the model or models developed in this study, and the technical assistance they would require to carryout such implementation.

2. Implementation of Title I Evaluation Models Including Provisions for Technical Assistance (P)

This represents a collection of activities aimed at the implementation of the Title I evaluation models. They include the preparation of regulations, conduct of workshops for SEA's and LEA's in the application of the models, development of training manuals, establishment of technical assistance centers and provisions for technical assistance materials.

3. A Large Scale Evaluation of Compensatory Reading and Reading Related Efforts in the Elementary Grades (O)

This study, which dealt with the effects of regular and compensatory reading programs on students in selected grade levels over a single academic year, is coming to a close this year. It has yielded a wealth of descriptive information on the nature and conduct or regular and compensatory reading programs and has isolated a number of effective approaches and practices. These results were discussed earlier. They pointed up the need for a study of the sustained effects of different program strategies on the same students over a number of years. The following study is intended to fulfull this need.

4. A Study of the Sustaining Effects of Compensatory Ecucation on Basic Skills (O)

The major purpose of this project is to isolate those sequences of educational experiences which are most effective in both reducing educational disadvantagement in the basic cognitive skill areas and in sustaining such a reduction over a period of years. To obtain such information a five-year study time period is required.

5. Development of Evaluation and Reporting Models for Non-Instructional Components of Title I Projects (P)

The major purpose of this study is to examine the nature of non-instructional activities supported under Title I (e.g., guidance and counseling, career education, nutrition, health, etc.) in a number of different settings in order to develop models (evaluation practices and procedures) that will enable statements to be made about what these activities accomplish.

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ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Title I ESEA Program for Migratory Children of Migratory Agricultural Workers and Migratory Fishermen.

Legislation:	Expiration Date:
Title I of the Elementary and Secondary Education Act of 1965, as amended	June 30, 1978

Funding History	Year	Authorization	Appropriation*
	1967	$40,394,401	$9,737,847
	1968	41,692,425	41,692,425
	1969	45,556,074	45,556,074
	1970	51,014,319	51,014,319
	1971	57,608,680	57,608,680
	1972	64,822,926	64,822,926
	1973	72,772,187	72,772,187
	1974	78,331,437	78,331,437
	1975	91,953,160	91,953,160
	1976	97,090,478	97,090,478

Program Goals and Objectives

Title I of P.L. 89-10, the Elementary and Secondary Education Act of 1965, authorized a national education program for disadvantaged children. Section 101 of that law, as amended through the 94th Congress, 1st session, states in part:

> ...the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in this part) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children.

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* In 1967 State agency programs were not fully funded under the Title I enabling legislation therefore the appropriation was less than the authorization. In succeeding years, State agency programs were fully funded. Consequently, funds were appropriated to fund the full authorization.

In November, 1966, Title I of ESEA was amended by P.L. 89-750 to incorporate special provisions for migratory children of migratory agricultural workers. Section 103 of that law authorized "payments to State educational agencies for assistance in educating migratory children of migratory agricultural workers." The new program provided for grants to State educational agencies (SEA's) or combinations of such agencies to establish or improve, either directly or through local educational agencies (LEA's), programs and projects designed to meet the special educational needs of migratory children of migratory agricultural workers. P.L. 89-750 also provided that grant monies were to be used for interstate coordination of migrant education programs and projects, including the transmittal of pertinent information from children's schools records; and for coordination with programs administered under Title III-B of the Economic Opportunity Act of 1967 (Special Programs to Combat Poverty in Rural Areas). Section 101 of Public Law 93-380 (the Education Amendments of 1974) further amended Title I to include migratory children of migratory fishermen in addition to migratory children of migratory agricultural workers.

In discussions associated with the preparation of the Educational Amendments of 1974 (P.L. 93-380) Congress emphasized "that local educational agencies should give priority attention in operating Title I programs to the basic cognitive skills in reading and mathematics and to related support activities to eliminate physical, emotional or social problems that impede the ability to acquire such skills."*

Proposed regulations (Federal Register Volume 40; No. 131; P. 28622) for the migrant program emphasize the same point with the inclusion of the following criteria for the approval of State applications (section 116d.39(b)): Services to be provided show reasonable promise of meeting the special educational needs of migratory children ... particularly with respect to improvements in the educational performance of children in the basic skills of reading, oral and written communication and mathematics. In addition, section 116d.38(a) of the proposed regulations state: Health, welfare and other supporting services may be provided, but only to the extent necessary to enable eligible school age and preschool children to participate effectively in instructional services that are designed to bring about an improvement of educational performance.

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* See pp. 20-21 of House Report No. 93-805). Both House and Senate discussions (see Senate Report No. 93-763, pp. 30-31) recognized that such an assertion was not intended to preempt the prerogatives of local authorities to give priority to other areas (e.g., teacher training) if such emphases were required to better meet the needs of disadvantaged children.

In May, 1971 the State Migrant Coordinators adopted eleven national goals formulated by the Committee for National Evaluation of Migrant Education Programs. Although these goals do not constitute a clear-cut, easily implemented list of objectives toward which migrant programs can be directed, they do provide some indication of the types of instructional and supportive services which migrant programs are expected to provide, and may serve as a basis for a more measurable set of objectives in the future.

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specially designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, prevocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well being by including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff-self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

Section 116d.31 of the proposed regulations also notes the special educational needs of migratory children which result from conditions produced by the children's current or former migrant status, such as disruption of educational continuity and cultural, linguistic, or occupational isolation.

An implicit goal of the migrant education program is to identify and recruit eligible migrant students in order that they may benefit from "regular" and supplementary educational and supportive services. In the case of migrant students, recruitment requires special efforts. Migratory workers and their children have long been ignored by the rest of society, and attitudes precluding their participation in the educational process must be overcome.

Program Operations

The Title I program for migratory children is a State-administered program which may involve financial assistance to local educational agencies as subgrantees. Administrative responsibilities are shared by the U.S. Commissioner of Education, State educational agencies (SEAs), and local educational agencies and other public and non-profit private organizations which operate migrant projects. Funding of local Title I migrant projects is administered by USOE through State educational agencies (SEAs). The formula for computing the maximum grant a State may receive is based on the number of full-time (that is, formerly migrant students) or full-time equivalent (that is, currently migrant students), school-aged (5-17 years), migrant children residing in the State. Unfortunately, the true number of migrant children is not known. Previous to FY 1975, estimates for each State were obtained by multiplying the number of migratory workers residing in the State (information provided by the employment offices of the U.S. Employment Service) by seventy-five (75) percent. Section 101 of P.L. 93-380 (the Education Amendments of 1974) provides that the number of migrant children will henceforth be estimated from "statistics made available by the migrant student record transfer system or such other system as (the Commissioner) may determine most accurately and fully reflects the actual number of migrant students." Beginning in FY 1975 State allocations were based on information contained in the MSRTS.

Proposals to operate a migrant project are submitted to SEAs by local educational agencies (LEAs) which serve migrant students, and by other public and nonprofit private organizations providing they do not operate private schools (note that proposals are submitted on a voluntary basis). Section 116d.6 of the proposed regulations provides that proposals shall describe the objectives to be achieved by the operating agency for each grade level, the total estimated number of children to be served by the agency by grade level, the services to be provided to achieve the stated objectives, the types and number of staff to be employed, and an appropriate budget.

The SEA is directly responsible for the administration and operation of the State's Title I migrant program. The SEA approves or disapproves project proposals, and is responsible for the design and preparation of State evaluation reports. Annually, each SEA also submits a comprehensive plan and cost estimate for its statewide program to the Office of Education for approval. Section 116d.31 of the proposed regulations provides that this plan is to contain information on the number and location of migrant students within the State, their special educational needs including educational performance and cultural and linguistic background, program objectives, services to be provided to meet those objectives, evaluation procedures for determining program effectiveness, locally-funded facilities and services to which migratory children will have access, and the types of information which the SEA will pass on to other SEA's to insure continuity of services. In addition, each State application form is to contain an appropriate budget. Section 116d.30 of the proposed regulations further provides that the Commissioner shall approve a State application only if it demonstrates that payments will be used for projects designed to meet the special educational needs of migratory children including provision for the continuity of educational and supportive services, and full utilization of the migrant student record transfer system.

If the State's application is approved, it is awarded a grant, entirely separate from its regular Title I allocation, to finance the migrant program. SEAs are required to submit to the Commissioner of Education individual project summaries indicating in sufficient detail the manner and extent to which State objectives and priorities are being met.

The statute also includes special arrangements whereby the Commissioner may conduct migrant programs. If the Commissioner determines a State is unable or unwilling to conduct education programs for migratory children or that it would result in more efficient and economic administration or, that it would add substantially to the welfare or educational attainment of such children, he may make special arrangements with other public or nonprofit private agencies in one or more States and, may use all or part of the grants available for any such State.

In order to implement a migrant project, operating agencies must identify and recruit migrant children in their respective attendance areas. Eligible children are currently categorized into three groups as defined below:

1. Interstate - A child who has moved with a parent or guardian within the past year across State boundaries in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculuture or in related food processing activities. The parent or guardian and child are expected to continue in the migrant stream.

2. Intrastate - A child who has moved with a parent or guardian within the past year across school district boundaries within a State in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. The parent or guardian and child are expected to continue in the migrant stream.

3. Settled Out - A child of a family who once followed a migrant stream but who decided not to follow the crops but to "settle out" in a given community. The eligibility of children in this category to participate in projects funded under Public Law 89-750 continues, with written consent of the parents, for a period of five (5) years after the parents have settled out.

Section 116d.2 of the proposed new regulations make two changes in the above definition. It provides for two categories of migrant children as defined below, and it further refines the meaning of movement across school district boundaries by including movement across a school attendance area in those cases where the school district boundary coincides with a State boundary.

1. Currently migrant child - A child who has moved with a parent or guardian within the past twelve months across a school district boundary or boundaries in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity. In those cases where the school district boundary coincides with a State boundary, "currently migratory child" means a child who has moved with a parent or guardian within the past twelve months across a school attendance area boundary or boundaries within the school district boundary in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

2. Formerly migrant child - A child who, with the concurrence of his parents, is deemed to be a migratory child on the basis that he has been a currently migratory child but has ceased to be a currently migratory child within the last five years and currently resides in an area served by an agency carrying out a migrant program or project.

It is the intent of the Title I migrant program to serve those children with the greatest need. Section 122 of the Education Amendments of 1974 (P.L. 93-380) provides that currently migrant children should be given priority in the design and operation of migrant projects. Section 116d.35 of the proposed regulations thus provides that formerly migratory children may participate in projects which include currently migratory children or may participate in projects developed solely for formerly migratory children provided that their participation will not prevent the participation of currently migratory children nor dilute the effectiveness of programs for such children. In addition, the statute includes provision for the preschool education needs of migratory children as long as such programs do not detract from the operation of projects for currently migrant children.

Another important component of the national program is the Migrant Student Record Transfer System (MSRTS). This computerized data system receives, stores, and transmits educational and health information on children participating in Title I migrant projects in each of the 48 continental states. Schools are responsible for submitting health-related, and educational experience and status information, about the migrant children they serve to the local terminal operator in order to maintain the accuracy, completeness, and currency of information in the student record transfer system. When children move to new locations, this information can be retrieved by their new teachers, and by school health officials. To meet the need for continuity of educational services, State Migrant Coordinators are in the process of developing lists of criterion-referenced reading and math skills, these will be added to the MSRTS files so that as students move from one school to another their record will indicate which reading and math skills they have mastered. In this way, teachers will be able to continue the efforts of their predecessors and plan an appropriate educational program for each child.

The Migrant Student Record Transfer System has also been used to meet the needs of secondary school students who are often unable to graduate from high school because their mobility prevents them from meeting minimum attendance requirements necessary to receive high school course credit. The Washington State Migrant Education Program in cooperation with the Texas Migrant Education Program developed a program known as the Washington-Texas Secondary Credit Exchange Project, a combination of night school and coordination with the student's home base schools to insure proper crediting of course work. Results of a pilot project indicated that 176 program participants accrued 386 course credits which were then transferred via the MSRTS, to their home base districts.

In addition to the above, during the past year 23 States participated in a East Coast Interstate workshop to develop interstate plans for the various migrant education program components: preschool, occupational training, bilingual, mathematics, language arts, health, parental involvement, enrichment activities, and supportive services. Each program component was structured on a performance objectives basis. The key issue was to provide educational continuity for participating migrant children through the inclusion of these components in all their State migrant program applications.

Program Scope

The Migrant Education Program is an important and growing program within Title I. It seeks to improve educational opportunities for a target population facing problems which are probably more severe than for any other group. Not only are migrant students typically educationally and economically disadvantaged in comparison to the rest of American society, but, in addition, migrant students by definition miss the systematically-sequenced and sustained educational programs available to most non-migrant children.

The following list indicates the number of full-time equivalent students who have participated in the migrant program since 1973:

Year	Full-time Equivalent Students
1973	162,682
1974	162,682
1975	212,473
1976	207,474

For the 1971-72 school year (including the summer of 1972), the Consolidated Program Information Report (CPIR) indicated that 232,000 children participated in regular school term and summer migrant projects. More than half of the participants were located in California, Florida and Texas. The CPIR also indicated that of $48.9 million of ESEA Title I migrant funds expended during this time period, 33% was devoted to English, language arts, and reading; 25% to other direct educational services; 17% to pupil services; and 25% to other expenditures.

More recent figures obtained from the Migrant Student Record Transfer System indicate that in FY 1975, 392,700 students in 8,000 school districts were served in the migrant program. Of these, 280,000 were in regular school term projects, and 112,700 were in summer school projects. Approximately 108,985 students were formerly migrant. A total of 10,961 migrant projects were in operation during FY 1975, of which 9,528 were conducted during the regular school term. Forty-eight states plus Puerto Rico initiated State migrant programs during FY 1975.

Program Effectiveness and Progress

The growth of the migrant program from 121 projects in 1967 serving approximately 43,000 students to 10,961 projects in 1975 serving approximately 400,000 students indicates that the target population is being identified and served. More efforts in this direction are nevertheless required.

The effects of educational and supportive services provided under the migrant program on participating students are more difficult to document. Part of the problem is that evaluation models and standard reporting formats for State reports have not yet been developed thereby making it virtually impossible to draw conclusions about the impact of the program at the national or even the State level.

A GAO report (Sept. 16, 1975) on the evaluation of the Migrant Record Transfer System concluded that the data in the MSRTS was superior to Department of Labor data for estimating migrant program allocations. However, GAO was not able to attest to the accuracy of the System, an issue which will be addressed in the current Office of Education evaluation described below.

A large-scale descriptive study of the migrant program has been completed by the Office of Education and a more formal evaluation is in progress. A brief description of the former, and the intent of the latter, are discussed below.

Section 507 of the Education Amendments of 1972 (P.L. 92-318) directed the Commissioner of Education to conduct a study of the operation of ESEA Title I as it affects the education of migrant children. To meet the Congressional mandate, site visits were conducted at 162 project schools in 72 school districts in ten States (California, Texas, Florida, Colorado, Michigan, New Jersey, New York, North Carolina, Ohio and Washington) which received more than 70 percent of the migrant program funds in 1972; 131 principals, 301 teachers, 150 teacher aides, 87 members of advisory committees, 395 parents and 435 students were interviewed. In addition, ten noteworthy migrant education projects were identified and visited during the summer of 1973 for case study purposes. Analysis of the data indicated that migrant students and their parents reflect the values of the larger society in that they are supportive of the goals of the educational system, and parents share their children's aspirations for employment outside of the migrant stream in white collar and blue collar positions. Unfortunately, the mobility patterns of migrant students make the task of providing them an effective educational program extremely difficult. Study findings indicated that migrant students tend to fall behind their non-migrant peers in grade level and in level of academic achievement in the earliest years of school and, thereafter, are never able to catch up. They are also less likely to enter or complete a secondary school program. Whereas the non-migrant child has a 95 percent chance of entering the ninth grade and an 80 percent chance of entering the 12th grade, the migrant child has only a 40 percent and an 11 percent chance of entering the ninth and 12th grades, respectively.

The data from the evaluation study seemed to indicate the need for the identification and/or design of effective elementary and secondary programs which meet the specific needs of the migrant child. A combination of economic support, effective remedial work and a clear sequence of activities leading toward specific instructional and career goals, especially for the child at the secondary level, is essential. For the younger migrant child, enrichment experiences at the preschool level and an emphasis on basic skills in the early elementary grades is needed if the achievement cycle of retarded educational growth and high drop-out rates is to be broken. Greater emphasis is also needed in the development and dissemination of effective programs which result in the acquisition of basis skills and reduce the isolation of the migrant child from his non-migrant peers.

Case study descriptions of ten noteworthy migrant education projects indicate that they employ a number of educational techniques and administrative practices which deserve further consideration. Site visitors observed that most of the projects were characterized by the strong central leadership of the project directors and the personal dedication of the staff. The use of token economies to augment student incentives for learning, a specially constructed bilingual curriculum, mobile units designed to develop entry level occupational skills, and a series of transportable tapes and lesson plans to provide continuity of educational experiences are just a few examples of the noteworthy aspects of the projects described.

The provision of educational services to migrants also depends upon the implementation of effective recruitment programs and greater interstate and intrastate coordination. The Migrant Student Record Transfer System (MSRTS) has great potential as a storage and retrieval system for information on migrant children. It is likely that in the future teachers will be more systematic in their enrollment of students into the MSRTS, since it will be the basis for funding, but unless a periodic audit is conducted, student records are not likely to meet the criteria of accuracy and completeness for their utilization as guides in the design and implementation of educational programs.

Ongoing and Planned Projects

The current Office of Education study of the migrant program is designed to meet a number of objectives. In the area of program services, it will provide up-dated information on the nature of the educational and supportive services provided to migrant students in contrast to those provided to non-migrant students. In the area of program impact and effectiveness, a large-scale testing effort will provide information on the basic skill attainment of migrant students participating in migrant programs including the identification of exemplary practices and exemplary project characteristics which foster academic achievement. To meet the requirements of section 151 of P.L. 93-380, an evaluation handbook, including evaluation models and reporting format designed for use by local, state, and federal evaluators, will be developed. In addition, since the data in the Migrant Student Record Transfer System is currently being used to determine the State-by-State allocation of migrant funds, a validation of that data will be conducted to insure its accuracy and completeness for funding purposes. Results of this evaluation will be reported in future annual evaluation reports as they become available.

Sources of Evaluation Data:

Consolidated Program Information Report, The Migrant Program, National Center for Education Statistics, 75-309F.

Education Briefing Paper, Title I Migrant Education Program, U. S. Office of Education, May, 1975.

Exotech Systems, Inc. Evaluation of the Impact of ESEA Title I Programs for Migrant Children of Migrant Agricultural Workers. Volume I-V. Falls Church, Virginia, January, 1974.

Federal Register, July 8, 1975, Volume 40, No. 131, p. 28622-28628.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name: Title I Program for Institutionalized Neglected or Delinquent Children

Legislation:	Expiration Date
Title I of the Elementary and Secondary Education Act of 1965, as amended	June, 1978

Funding History:

Year	Authorization	Appropriation
1967	$9,383,830	$2,262,153
1968	10,282,175	10,282,175
1969	13,946,100	13,946,100
1970	15,962,850	16,056,487
1971	18,194,106	18,194,106
1972	20,212,666	20,212,666
1973*	27,545,379	27,545,379
1974	25,448,869	25,448,869
1975	26,820,749	26,820,749
1976	27,459,444	27,459,444

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* Beginning in 1973, unlike the previous years, there were funds authorized and appropriated to serve children in adult correctional institutions. About $6.8 million of the $7.3 million overall increase between 1972 and 1973 is attributable to the addition of that population.

Program Goals and Objectives

As part of ESEA, Title I, the program for institutionalized neglected or delinquent children responds to the larger program's goals as stated in P.L. 89-10; that is, to

> "improve educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children." (Section 101 of P.L. 89-10)

The amendments in P.L. 89-750 passed on November 3, 1966, which added institutionalized neglected or delinquent youth (as well as children of migratory agricultural workers and Indian children in B.I.A. schools) to those eligible under P.L. 89-10, stated goals for these subprograms. With respect to the neglected or delinquent children, the law states that the funds must be used

> "only for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of such children." (Section 123 (c) of P.L. 89-10 as amended, underlining added)

More specific objectives have been stated by USOE as follows: "Special educational assistance to help meet the most crucial needs of institutionalized children should be directed toward their rehabilitation and development into self-respecting, law-abiding, useful citizens." (HEW guide for planning projects for children in institutions for neglected or delinquent children, February, 1967.)

Since then, more specific objectives have been formulated, such as that stated in the FY 1977 Budget Justification: "funds are concentrated on remedial education and individualized instruction since these children are generally two-to-four years behind their peers in educational achievement" (page 67).

Program Operations

The Title I program for children in institutions for neglected or delinquent youth or in adult corrections facilities is administered by USOE, state education agencies, the state agency responsible for educating children in institutions, and institutional or local education personnel. Such institutions whose children are eligible to receive services are defined in the proposed rules of October 22, 1975 as follows:

> (1) "An institution for neglected children means a public or private non-profit residential facility (other than a foster home) which is operated primarily for the care of, for at least 30 days, children who have been committed to the institution, or voluntarily placed in the institution, and for whom the institution has assumed or been granted custodial responsibility pursuant to applicable State law, because of the abandonment by, neglect by, or death of, parents or persons acting in the place of parents."
>
> (2) "An institution for delinquent children means a public or private non-profit residential facility operated primarily for the care of children who have been adjudicated to be delinquent and for whom the average length of stay is at least 30 days."

(3) "Adult correctional institution means a residential institution in which persons above and below the age of 21 are confined as a result of having been adjudicated to be delinquent or having been convicted of a criminal offense." (Federal Register, October 22, 1975)

A Title I grant is made to the agency (state or local) responsible for educating the children residing in such institutions.

Hence, some institutionalized N/D children receive Title I services through the LEA within whose geographic boundaries their institutions are located. In this case--that of approximately 69,000 N/D children attending local schools---the LEA's grant is based on its concentration of children from low income families plus the number of N/D children (aged 5-17) residing in institutions or foster homes in the area (as determined by January caseload figures); expenditure of the grant funds should be commensurate with those two proportions (HEW guide for planning projects in institutions for N/D children).

Similarly, a state agency may be responsible for the education of children in institutions it operates or supports. It then, becomes the Title I grantee. Its grant is based on the average daily attendance of children receiving free public education in the institutions administered by that agency. The size of the grant is stipulated in section 123(b) of the legislation to be that average daily attendance figure multiplied by 40% of the state's average per pupil expenditure (or to be no less than 80% of the U.S. average per pupil expenditure and no more than 120% of the U.S. average).* (Further, Section 125 of the same legislation states that no State agency shall receive less than 100% of what it received the previous year-a hold harmless.) In order to receive such grants, the local education agency** must (1) identify the institutions whose children will be served, the number of such children, and the age span of those children; (2) state the function of each such institution, the nature of its regular educational program, and the average length of stay of the children; (3) describe the results of a needs assessment of the children and a priority ranking of those needs; (4) state the objectives of the proposed program, the performance criteria, and the evaluation instruments and techniques to be used; (5) describe the services to be provided to meet those needs, the number of children to be served, their age and grade, and the inservice training to be offered to staff; (6) state a budget for the proposed project; (7) describe any construction activities to be undertaken with the Title I funds and the use intended for such structures; and (8) list equipment to be purchased with the Title I funds.

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* Except for Puerto Rico whose grant does not have the 80% U.S. average expenditure floor.

** ---or state agency responsible for providing free public education to children in the state institutions for neglected or delinquent youth. (Section 403(6)(B) of P.L. 81-874 established the inclusion of state agencies responsible for educating the institutionalized children under the term "LEA" for purposes of Title I. Hence, descriptions of duties and requirements of LEA's, with respect to Title I projects, apply also to those state agencies.)

The state education agency approves those project applications from LEA's or other state agencies which show evidence (1) that a needs assessment has been made; (2) that the services are intended to meet the special educational needs of children being served; (3) that the proposed project is of sufficient size, scope, and quality to give substantial promise of meeting those needs; and (4) that the services to be provided are not available from funds other than Title I.

Program Scope

The Title I program in institutions for neglected or delinquent children continues to serve children from more institutions commensurate with its growth in funding. (See earlier figures.) In 1969, 48,000 children in 251 state institutions received services under Title I. The program's scope grew to children in 287 state institutions in 1971, and the estimates for the current 1975-76 school year suggest that as many as 50,000 youngsters in 575 institutions will be served.

Similarly, the scope of the program in local schools has grown from 67,000 children in 1969 to 69,000 estimated for 1975-76. (Provision of Title I services to children attending local schools is supported under the Part A Basic LEA grant portion of the appropriations and is usually about one-fifth as large as that appropriated to serve children in the state institutions.)

Program Effectiveness and Progress

The addition of this program to Title I in 1966 represented the first federal effort to improve the educational experiences of children in institutions for the neglected or delinquent. Just as the objectives for the program have evolved since that time from a desire to "rehabilitate the children into self-respecting citizens" to a more specific goal of remediating their special educational handicaps, so, too, have the services changed. Although there is currently no information available at the federal level on the program's overall success at meeting its objectives,* review of several state annual evaluations suggests that the achievement of some children is increasing at a rate faster than before they entered the institution.

Hence, several questions, in addition to the overall national impact of the program, remain unanswered. Although project and state evaluation reports suggest that the children do learn at faster rates, the educators question how long benefits from the Title I services are retained. What happens to the children when they leave the program? Are they enrolled in other compensatory projects in their new surroundings? A current GAO study is attempting to provide this information through follow-up interviews with children and institution personnel. Results will be available by Spring, 1976.

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* A national evaluation is scheduled to begin January, 1976. Organized in two phases, it will provide a comprehensive description of the Title I program in State institutions for neglected or delinquent children and an analysis of the impact of those services upon participating children.

USOE also needs more information about the nature of regular institutional educational programs, so that they know how Title I projects can best supplement the regular programs. Site visits to 100 state institutions, as well as interviews with a variety of state agency personnel, in the first phase of a new national evaluation should provide information addressing this area.

Ongoing and Planned Evaluation Studies

A national evaluation is planned for early 1976 to provide information not available at the State level. It has three major emphases: (1) the operations of the program nationwide such as OE-SEA-SAA-institution communication, institutional decisions about children to be served, measures used to diagnose problems and services provided to resolve them, etc., (2) the actual outcomes of services provided to the children, and (3) the development of models for State evaluation. The first area of emphasis will be covered in Phase I of the study, involving visits to 195 state institutions, their administrative agency, and the state education agency. Case reports will be written on each, and exemplary components of the Title I program will be described. Such information will be available by December 1976. The second and third areas of emphasis, that of the impact of the Title I services and model development, will be covered in Phase II of the project, scheduled to run from January 1977 to August of 1978. This phase will involve measuring the cognitive growth of the children at three points during the year, as well as their effective development.

Sources of Information

Federal Register, October 22, 1975, pages 49349 - 51.

State Annual Evaluation Reports, fiscal years 1972 and 73.

HEW Guide to Planning Projects, 1970.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Supplementary Educational Centers and Services; Guidance, Counseling and Testing

Legislation:

Title III of the Elementary and Secondary Education Act of 1965, as amended

Expiration Date:

June 30, 1976

Funding History:	Year	Authorization*	Appropriation
	1966	$100,000,000	$ 75,000,000
	1967	180,250,000	135,000,000
	1968	515,000,000	187,876,000
	1969	527,875,000	164,876,000
	1970	566,500,000	116,393,000
	1971	566,500,000	143,393,000
	1972	592,250,000	146,393,000
	1973	623,150,000	146,393,000
	1974	623,150,000	146,393,000
	1975	623,150,000	120,000,000
	1976	350,000,000**	63,781,500***

Program Goals and Objectives:

Title III provides funds to support local educational projects designed to: (1) stimulate and assist in the provision of vitally needed educational services not available in sufficient quantity or quality; (2) develop exemplary educational programs to serve as models for regular school programs; and (3) assist the States in establishing and maintaining programs of guidance, counseling, and testing. For purposes of Title III an innovative project is defined as one which offers a new approach to the geographical area and is designed to demonstrate a solution to a specific need, and an exemplary project is one which has proven to be successful, worthy of replication and one that can serve as a model for other systems.

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*An amount of 3 percent of funds appropriated is authorized for allotment to outlying areas, to schools operated by the Bureau of Indian Affairs and to overseas dependent schools operated by the Department of Defense.

**ESEA, Title III is consolidated under Title IV Part C by P.L. 93-380. Under P.L. 93-380, no funds are authorized for ESEA III in any year in which funds are provided for by Title IV, Part C.

***Under P.L. 93-380, in the first year in which appropriation are made to Title IV, Part C, 50 percent of the funds so appropriated are available to the States to carry out programs pursuant to the titles included in the consolidation.

Since FY 1971 85 percent of the Title III funds have been directly controlled by the States. The only restrictions on the use of the State administered funds are: (1) 15 percent must be used for projects for the handicapped, and (2) expenditures for guidance, counseling, and testing purposes must be equal to at least 50 percent of the amount expended by each State from funds appropriated for FY 1970 for Title V-A of the National Defense Education Act.

The remaining 15 percent of Title III funds are administered by the Commissioner of Education, under Section 306, to support the development by local school districts in each State of solutions to problems critical to all or several of the States.

In FY 1974 the Commissioner determined, with advice from State and local school personnel and representatives of national Title III organizations, that a major thrust of Title III section 306 would be to foster the dissemination and implementation of exemplary projects. Although Title III's Identification, Validation and Dissemination Strategy under the state plan portion would be continued, it handled intrastate dissemination only. Accordingly, to assure that successful programs developed with OE support in one location would be adopted and implemented in school districts with similar needs across the nation, a number of grants under section 306 were awarded to fund (1) the establishment of a national diffusion adoption network, and (2) the implementation of exemplary projects in a number of new sites through the use of packaged projects called Project Information Packages or through other means.

Through the "Identification, Validation, Dissemination" strategy (IVD) states use three criteria -- effectiveness, exportability and cost effectiveness -- to determine the success of Title III projects. Projects are validated through an on-site visit by three or more out-of-state trained validators who validate the evidence presented by the local school district. Projects meeting these criteria then become part of a pool of exemplary projects for dissemination to other school districts within the respective State.

The Diffusion Adoption Network was intended to disseminate and promote the implementation of exemplary programs nation-wide. The Network was established through the award of grants to 33 project developer sites called Developer/Demonstrators (DD's) and to 54 State Facilitators (SF's) located in 30 states.

Developer/Demonstrators represent local school district sites where exemplary projects were developed and are currently operating. DD's responsibilities as participants in the Network include: (1) preparing and disseminating information about their project, (2) providing training and technical assistance to adopting districts, and (3) providing observation opportunities for potential adopter sites. State Facilitators, also local school districts, are responsible for: (1) working closely with State Departments of Education and Developer/Demonstrators to match the needs of school districts in their respective states with DD projects, (2) providing information about DD projects to interested school districts, and (3) helping to defray costs of training or introducing the new program in the adoption site.

Related to the exemplary project dissemination and implementation thrust in FY 1974 was the support of the field test of six Project Information Packages (PIPs) in 17 school districts throughout the country. Each Project Information Package was designed to provide all of the information a school district would need to implement and operate an exemplary education project. The PIP effort was designed to investigate whether through carefully packaging and describing the key features and project implementation processes of successful projects (in compensatory education), the PIP could serve as the primary transmitter of each successful project, with a minimum of involvement by the staff at the developer site.

Another significant thrust in FY 1974 was in the area of child abuse and neglect. Here, three model training programs were designed to prepare teachers to identify children who are victims of child abuse and neglect, to make proper referral of these children to other individuals or agencies for help and to work more effectively with such children in their classrooms and with the children's parents.

In FY 1975 the Commissioner decided to continue to foster the dissemination and implementation of exemplary projects through the same activities as indicated above for FY 1974. In addition to continuing the exemplary project dissemination and implementation thrust, the Commissioner announced two new major priority areas for the discretionary portion (Section 306) of ESEA, Title III in FY 1975. The first, designated the Early Childhood Outreach Program, was to be implemented by awarding a number of grants to local school districts to enable the schools to assume a new role in assisting parents and parenting persons, such as day care center and nursery school workers, babysitters, and other persons having direct contact with young children to respond more effectively to their needs. The second new priority in FY 1975 was to support projects to train local school administrators in the application of performance-based management techniques to assure optimal use of limited resources to meet the most critical education needs in their schools.

Program Operations:

The state plan portion of Title III, 85% of the funds, are administered directly by the states in the form of grants to local school districts. Under this State Plan portion of Title III, states qualify for funding by submitting an annual State Plan to the U.S. Commissioner of Education for approval, following the requirements set forth in the program regulations. These regulations require that state plans shall: (1) identify critical educational needs, (2) develop evaluation strategies, (3) provide for the dissemination of information about projects determined to be innovative, exemplary, and of high quality and (4) review and fund projects based on the state's assessed educational needs. Following approval of the State Plans, funds are then allocated on the basis of a population formula.

Under the federal discretionary portion of Title III fifteen percent of each state's Title III allotment is awarded, through a national competitive process, directly to local school districts from the Federal office. Of each such State allotment, fifteen percent is designated by law for the support of demonstration projects addressing improved approaches to the education of handicapped children.

Program Scope:

In the State Plan portion (85%) of Title III, over 1,600 demonstration projects that involved 7.0 million students were funded in FY 1973. Information concerning the number of projects and students involved for FY 1974 and FY 1975 is not available at this time.

In the federal discretionary portion (15%) of Title III, the emphasis in FY 1974 was placed on the dissemination and adoption of successful educational projects. Of the 238 grants awarded in FY 1974, about 167 were awarded for this purpose; 36 were for the improved education of handicapped children; three were for training teachers to deal more effectively with victims of child abuse; and 32 were continuations of various types of projects funded the year before. In FY 1975, 140 grants were awarded to disseminate and promote the adoption and implementation of proven educational practices. Forty-one early childhood outreach projects were funded; 39 for programs for the handicapped, 25 in the area of performance-based management, five to improve mathematics achievement of disadvantaged children, three in the area of child abuse, and seven in other areas.

Whereas the primary target population of Section 306 grants has traditionally been elementary and secondary school age children, funding strategies in FY 1974 and 1975 saw a shift to teachers, administrators, and parents as the primary target in many grant categories. In FY 1974, about 76 percent of the persons directly served by the diffusion grants were teachers and 24 percent administrators and community people. The target population of the early childhood outreach projects is parents of preschool children; of performance-based management training, local school administrators; and of child abuse projects, classroom teachers.

Of the 17 grants to school districts for the purpose of implementing a successful project via a PIP, approximately 53 schools and 3,500 students were the beneficiaries.

Program Effectiveness and Progress:

The discretionary and State Plan portions of Title III fund diverse types of projects with a variety of goals. It is therefore not possible nor desirable to assess overall program effectiveness in terms of impact on a few student outcomes. Although the usual image of Title III is that of a demonstration program, the legislation has from the beginning included language which calls for the provision of services. The importance of the service aspects of the program increased when the merger of Title III with NDEA V-A in 1970 permanently set aside a portion of the funds for the maintenance of programs in guidance, counseling and testing. Notwithstanding the legitimacy of local projects providing services, most parties concerned with the national objectives of the law (i.e. the Congress, OE, the National Advisory Council on Supplementary Plans and Services) have stressed those aspects of the programs which foster the demonstration and spreading of good, innovative practices in education.

In the earlier years of Title III the President's National Advisory Council expressed some concern that the program was emphasizing services rather than innovation, (Annual Report, 1969). However in later reviews (Annual Report, 1971, 1972, 1973, 1974) the Advisory Council found the record more encouraging on the basis of selected projects and in 1974 reported that "as the portion of ESEA providing local school districts with the seed money they need to find innovative answers to educational problems, Title III has proved its worth."

Aspects of the continuation question have been explored in early years by Hearn (1969), Polemeni (1969) and later by Brightman (1971). Brightman found that 76 percent of the projects funded for three years between 1968 and 1971 were continued at least in part after federal funding was withdrawn. The continuation question is currently being investigated further by the RAND corporation, under contract to the U.S. Office of Education, as part of a study currently in progress entitled Federal Programs Supporting Educational Change. The results of this investigation should shed further light on the continuation issue.

Whether or not Title III projects have served as models which other schools or districts have adopted fully or in part has been a difficult question for researchers to answer because project people oftentimes do not know whether or not interested parties have in fact been able to replicate their Title III projects. Brightman (1971) found that when school superintendents were asked if their projects had been adopted in full by other school districts, 14.8% answered "YES", 53.0% answered "NO", and 32.2% were uncertain. When asked if the projects had been adopted in part by the other school districts, 45.4% answered "YES", 13.3% answered "NO", while a surprising 41.0% were uncertain. These figures represent superintendents' opinions, which are probably based in most cases on an expression of intent from other districts. No attempt was made in this study to verify that projects had, in fact, been adopted elsewhere in full or in part. Further examination of this issue is included in the study of Federal Program Supporting Educational Change (in progress). Preliminary findings from this study indicate that for projects funded between 1970-73 and 1971-1974 there has been very little activity by the projects or the States to disseminate the projects within or outside the school district which developed the project. Although the National Advisory Council, in its latest report (1974), noted that much progress has been made in the identification and validation of Title III projects,* it recommended that more attention needed to be paid to disseminating information on Title III projects that work.

In keeping with this recommendation, the National Diffusion Network was established to enable successful educational projects to be spread to other school districts across the nation. In addition, grants were awarded to 17 school districts for the implementation of one or more exemplary compensatory education project(s) through the use of a Project Information Package (PIP).

Important steps in the diffusion-adoption process employed by the Network include creating awareness in new school settings of the successful projects, arousing interest in specific projects, and securing commitment to adopt or adapt an appropriate project that meets local needs. Participating in training to implement a project is the first activity in which a new school site is involved after it commits itself to adopting a project. During the first year of the Network's operation approximately 12,500 individuals (including teachers, administrators, and community members) from 1,400 local public and private educational agencies received training at an average cost of $575 per person. The national scope of this delivery system is reflected by the fact that Developer or Facilitator projects were operational in 40 States.

An evaluation of the Network's operations and effectiveness as a delivery system for varied types of projects and the extent to which it contributes to the adoption and implementation of projects in full or in part elsewhere is currently in progress. The study which began in July 1975 is being conducted by Stanford Research Institute under contract to USOE. Effectiveness data pertaining to the Network is consequently not available at this time.

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* Title III's IVD strategy has resulted in 271 validated projects: 107 in FY 1973, 84 in FY 1974 and 80 in FY 1975. Seventy-three of these validated projects have further been submitted to and approved by the Office of Education and NIE's Joint Dissemination Review Panel for national dissemination.

The other major activity funded with Title III FY 74 and FY 75 discretionary money was the implementation of PIP projects in 17 school districts throughout the country. Preliminary evidence to date from a USOE sponsored study examining PIP project implementation indicates that after five months time all projects installed via a Project Information Package, with one exception, were well implemented and received by the project schools. (For more information about this effort see the evaluation report for the Packaging and Field Testing Program).

Addendum: Federal Programs Supporting Change

ESEA Title III is but one of several Federal programs aimed at promoting educational change in schools by paying for the costs of innovative projects for a trial period. Title III expires June 30, 1976 but its successor, ESEA Title IV Part C, and other change agent programs will continue. In addition, a new Federal program, the Special Projects Act, began in FY 76. An on-going evaluation being conducted by the RAND Corporation is looking at four change agent programs: Title III, Right-to-Read, Vocational Education, Part D and ESEA Title VII, Bilingual Education. The purpose of the study is, in brief, to identify the nature, permanence and extent of dissemination of innovations that are associated with the foregoing programs and with various federal, state and local practices. School district projects studied include ones with foci of reading, career education, bilingual education, classroom organization (e.g. open classrooms), and staff development (e.g., training teachers to use behavior modification techniques). Some of the key preliminary results are summarized below.

The most striking and far-reaching conclusion from the RAND study to date is that school districts undertaking change in conjunction with one of the federal programs, frequently do not follow what have been assumed to be the logical steps of identifying a local need or problem, searching for alternative solutions, implementing a well-defined innovation, assessing the results and using them to make a judgment about permanent incorporation of the innovation into the schools sytem. The fact that deviations from these steps were frequently observed may imply that some fundamentally different approaches to bringing about changes in schools will be needed.

During the initiation stage, innovative projects seem to be of two types: opportunistic (designed primarily to take advantage of the availability of external funding with relatively little LEA commitment to project goals) or problem-solving (when the project is seen as helping meet local needs). It is generally true that the innovations associated with opportunistic projects do not become incorporated into school systems while the problem-solving ones do. The difficulty facing the Federal government or other funding agencies is how to distinguish the two types prior to grant award.

A second noteworthy finding is that even in cases where the LEA follows the problem-solving approaches, it does not ordinarily make a broad search for alternatives. Apparently local administrators are skeptical about the reported "success" of educational methods in other districts and prefer to use information or treatments already known to local district personnel. Information about practices elsewhere seldom goes beyond the level of simple awareness. Even when an innovation is basically new to a district, there is a preference for doing further developmental work (eg. local production of instructional materials) and adapting the innovation to what are seen as peculiar local conditions. The fact that LEAs do not at present make broad searches for alternatives must certainly impede the spread of worthy innovations. Advocates of large-scale dissemination activities will have to address this limitation as well as the perceived and perhaps real need to make major local adaptations of innovations.

Successful project implementation was characterized by mutual adaptation in which the innovation was modified to suit local conditions and the formal and informal organizational relationships among staff and among teachers and students were also altered. Unsuccessful implementations took several forms: in some cases, the whole project broke down early with no implementation at all; in other cases, the implementation was only pro forma or such that the innovation was coopted by the local participants and traditional practices were continued but mislabled as innovation.

The RAND study examined the factors which are conducive to successful implementation and while the results are too numerous to discuss in this short summary it may be noted that Federal policies had little effect, one way or the other, on project implementation. That is, while the Federal change agent policy clearly stimulated the initiation of innovative projects, Federal policies had little effect upon upon the quality or seriousness of the implementation efforts. This result is probably to be expected given the fairly minimal involvement of the Federal personnel in local projects.

Decisions to continue an innovative project or incorporate some or all features of the innovation into the mainstreams of district practice were based upon how LEA officials perceived the project--whether it was (1) "successful", (2) affordable, (3) important to the district's priorities, and (4) politically acceptable. In the case of opportunistic projects, the answers to the first three points were usually negative, while in the case of problem-solving projects the answer to all four were often positive. It is important to note that the superintendent's perception of project "success" seemed to reflect attitudes formed during initiation of the project rather than after evaluation, which was seldom considered seriously. This is consistent with the finding that the initial adoption of an innovation usually results from a subjective process rather than the consideration of evidence of success generated from tryouts of the innovation in other settings.

Even when districts do not continue projects, the innovation might be continued at the classroom level, especially when the innovation replaced existing practice rather than being a supplemental activity. Thus, incorporation into the mainstream was more likely when projects had the following characteristics: an emphasis on training rather than on the introduction of new technology, training focused on practical classroom issues rather than on theoretical concepts, and local development of materials rather than reliance on outside consultants.

The dissemination of successful ideas and activities is usually seen as an important role for change agent programs. The RAND study results are only preliminary in this area but indications are that few districts engage in inter-district dissemination. This, of course, may be the natural corollary of the finding that LEAs seldom look outside their own districts for information and guidance. A surprising finding, however, is how little intra-district diffusion of change agent project strategies and materials there was.

Ongoing and Planned Evaluation Studies:

1. Federal Programs Supporting Educational Change

The purpose of the first phase of this study is to examine four federally funded programs (Title III and the other demonstration programs) designed to introduce and spread innovative practices in the schools and

identify what tends to promote various kinds of changes in schools and what doesn't. To answer this question the study examined school characteristics, project characteristics, project implementation strategies and federal program management. This phase of the study has been completed and the results were presented in a report in the spring of 1975. The purpose of the second phase of the study (in progress) is to determine the extent to which Titles III and VII projects are continued after federal funding has expired.

2. Evaluation of the Field Test of Project Information Packages

The purpose of this two year study is to evaluate the process by which packaged educational projects are implemented in order to determine the viability of disseminating exemplary projects for implementation by school districts via an exportable package. The first year of the evaluation has been completed. It focused on the installation and operation of the packaged educational approaches. The focus for the second year of the study (in process) is to determine the impact of the projects on student achievement and to explore the school districts intentions for continuing the projects after federal funding is withdrawn. Results are presented in the first year report which is expected in the winter of 1976 while the final report of the field test evaluation is expected in the winter of 1977.

3. Evaluation of the National Diffusion-Adoption Network

The purpose of this study (in progress) is to examine the operations of the various participant groups in the Network (i.e., Developers, Facilitators, State Education Agencies and school districts) and examine the following aspects of the Network operations:

- the adoption process--how adoptions occur and what time, effort, and cost factors are associated with successful adoptions.
- the mediating process--what tactics and strategies are used by developers and facilitators to diffuse the DRP--approved programs and how these differ in effectiveness.
- context and receptivity--what factors tend to predispose a Local Education Agency to interact with others in the Network and to adopt one of the available programs.
- program features--what types of programs lend themselves to diffusion through the Network and to successful adoption by interested Local Education Agencies.

On the basis of information relevant to each of these major aspects of Network operations, the Network's impacts on Local Education Agencies and State Education Agencies will be examined in order to assess its overall effectiveness in stimulating the sharing of successful programs.

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ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Strengthening State and Local Education Agencies

Legislation:	Expiration Date:
ESEA Title V, amended Section 104 of P.L. 93-380	June 30, 1978

Funding History:

Year	Authorization	Appropriation
1966	25,000,000	17,000,000
1967	30,000,000	22,000,000
1968	65,000,000	29,750,000
1969	80,000,000	29,750,000
1970	90,000,000	29,750,000
1971	110,000,000	29,750,000
1972	140,000,000	33,000,000
1973	150,000,000	53,000,000
1974	150,000,000	39,425,000
1975	150,000,000	39,425,000
1976	*	19,712,500

Program Goals and Objectives

The purpose of ESEA Title V is to provide assistance for strengthening the leadership resources of State and local educational agencies and their capabilities in comprehensive planning and evaluation. Three grant programs are authorized:

1. Part A, authorizes the Commissioner to make grants to stimulate and assist States in strengthening the leadership resources of their education agencies and to assist these agencies in establishing and improving programs to identify and meet their educational needs. The statute provides an illustrative list of kinds of activities that can be supported. This list includes planning and evaluation, consultative services and technical assistance to LEAs, research and demonstration, dissemination, education data systems and inservice training, among other kinds of activities. Thus, the legislative purpose is broadly defined, with determination of specific objectives left to the States.

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*No funds authorized; consolidated by Title IV, P.L. 93-380, into Educational Innovation and Support Grants. In FY 1976 fifty percent of funds will be administered in categorical programs and the remainder will be distributed to States to be used under Title IV within the purposes of ESEA Title III, V, and Section 807 and 808 at their discretion, with a maximum of 15 percent or the amount received in FY 1973 that can be used by the States for Title V purposes. In FY 1977 all of the funds will be distributed as Innovation and Support grants, with a maximum of 15 percent or the FY 1973 amount available for Title V purposes.

2. Part B authorizes grants, beginning in FY 1970, to local education agencies to assist in strengthening their leadership resources and in establishing and improving programs to identify and meet the educational needs of their districts.

3. Part C authorizes grants, beginning in FY 1971, to State and local education agencies to assist them in improving their planning and evaluation capabilities toward the end of promoting progress in achievement of opportunities for high-quality education for all segments of the population.

Program Operations

Ninety-five percent of the Title V, Part A, appropriation is available to State educational agencies as basic formula grants.* Of this amount, one percent is set aside for distribution to the outlying areas on the basis of need as determined by the Commissioner of Education. The remainder is distributed to the States, the District of Columbia and Puerto Rico by a formula which divides 40 percent of the amount equally and 60 percent on the basis of the number of public school pupils in each State. The grants are made to each SEA on the basis of project applications. OE approval of these State Applications is required, following a determination that they conform to the purposes of Title V. The remaining five percent of the appropriation is reserved for special project grants (competitive) to State education agencies to enable groups of these agencies to develop their leadership capabilities through experimental projects and to solve high priority problems common to all or several of the States.

The States have continued their activities to improve their leadership resources and services to local education agencies and, through investigations of alternatives to their organizational and governance structures, have implemented changes in these structures and in operating procedures.

Part B has never been funded. Since Part B purposes are included in the Title IV consolidation provisions, they can be funded in the future at the discretion of the States.

Planning and evaluation activities authorized in Part C were initially funded under authority of Section 411, General Education Provisions Act, with flat grants to each State Education agency to assist in developing and strengthening their planning and evaluation capabilities. Beginning in FY 1973, this activity was funded under authority of Title V, Part C, extending eligibility for grants to local education agencies. After a one percent set-aside for outlying areas, available funds are distributed by a formula which divides 40 percent of the amount equally to each State and 60 percent on the basis of total population of the State. Grants are made to State and local education agencies on the basis of applications. Local applications must be submitted through the State education agency for review and recommendations. Federal funds may not exceed 75 percent of the cost of activities covered in an application. Applications must include a statement of educational needs of the State or local area to be served and describe the program for meeting those needs.

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* Beginning in FY 1970. Prior to 1970, eighty-five percent of the appropriation was distributed to the States as basic formula grants.

The strategy of the states has shifted from earlier emphasis on development of planning and evaluation units in the State Education Agencies to the development of planning and evaluation capabilities at the local level.

Program Scope

The education agencies of the states and outlying areas have used their formula grant funds under Part A to strengthen their services to local education agencies, such as identification and dissemination of successful practices, planning and installing up-to-date curricula in the schools, and improving planning and evaluation strategies and administration. Three-fourths of the grant funds were used for salaries to provide manpower for State agency operations with major emphasis on (1) development and extension of comprehensive planning and evaluation at both State and local levels; (2) establishment and extension of regional centers to provide local educational agencies with a greater variety of instructional equipment, materials, and services and with technical assistance for the improvement of management; and (3) introduction of new areas of leadership and service, such as state-wide labor negotiations, school finance planning, and development of curriculums in new areas.

The five percent set-aside from Part A funds for special projects funded 28 projects in FY 1975, including 16 conditionally approved for two years to effect an orderly transition to the partial implementation of consolidation as provided in Title IV, Part C of ESEA. Eight regional interstate projects were continued, implementing programs dealing with regional problems, such as staff development programs for State agency staffs in the New England states, development of community leadership and services in the Rocky Mountain states, and the development of procedures and materials for use of LEAs in training staff for education evaluation. Projects were continued to support the Seminar for Chief State School Officers and training for new members of State Boards of Education.

Part C funds were used to continue activities to strengthen planning and evaluation capabilities, with particular attention to development of such capabilities at the local level. Special efforts were directed toward development of coordinated State and local planning and evaluation systems. Thirty-six states supported training programs for planning and evaluation staff and ten states supported development of planning and evaluation models at the local level. Sixteen metropolitan local education agencies participated directly in programs establishing planning and evaluation units which coordinated their efforts with the State agencies.

Program Effectiveness and Progress

The Title V objective to strengthen State Departments of Education poses problems in terms of measuring effectiveness of the program. The legislalation suggests, but does not mandate, ways in which the States might use the funds to strengthen their education agencies.

One study evaluated the program in terms of its impact on basic institutional change in the SEAs (Murphy, 1973). In-depth case studies in three states, and a less intensive review of developments in six others, formed the basis for the study. This study found significant variations in the impact of Title V on strengthening SEAs from State to State, but the program helped fill gaps in services and management and enabled states to give more attention to some kinds of activities than they could have on their own. Expansion took place largely in traditional areas rather than in developing new roles and activities. The author concluded that this finding was more likely due to the way complex organizations behave than to any particular administrative shortcomings at the Federal or State levels. While this study makes a contribution to the theory of the institutional change process in bureaucracies, the small number of State agencies studied and the primary focus upon "institutional reform" does somewhat limit conclusions which can be drawn from the study.

A study published by the Office of Education in 1973, State Departments of Education and Federal Programs, reviewed changes in State Departments of Education in recent years and, while finding wide variations in the quantity and quality of leadership services, reported emerging trends toward long-range planning, needs assessment, and establishment of priorities; improved coordination with related agencies at Federal, State, and local levels and with outside groups; development of new approaches to research and development; improved evaluation capabilities; and more emphasis on providing leadership and technical assistance to local education agencies. The study also reported significant change in the kinds and numbers of personnel in the State agencies.

Source of Evaluation Data:

1. Murphy, Jerome T. Grease the Squeaky Wheel: A Report on the Implementation of Title V of the Elementary and Secondary Education Act of 1965, Grants to Strengthen State Department of Education. Center for Educational Policy Research, Harvard Graduate School of Education, 1973.

2. Advisory Council on State Departments of Education. Annual Reports, 1966-1970.

3. U.S. Department of Health, Education, and Welfare, Office of Education State Departments of Education and Federal Programs, 1972.

4. ________________. State Departments of Education, State Boards of Education, and Chief State School Officers, Publication No. (OE) 73-07400, 1973.

5. Annual State Reports, ESEA V.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Bilingual Education

Legislation:	**Expiration Date:**
Bilingual Education Act Title VII, ESEA	September 30, 1978

Funding History:	Year	Authorization:	Appropriation:
	FY 68	$ 15,000,000	0
	FY 69	30,000,000	7,500,000
	FY 70	40,000,000	21,250,000
	FY 71	80,000,000	25,000,000
	FY 72	100,000,000	35,000,000
	FY 73	135,000,000	45,000,000 1/
	FY 74	135,000,000 2/	58,350,000 3/
	FY 75	135,000,000 2/	85,000,000 4/
	FY 76	140,000,000 2/	97,770,000 4/

Program Goals and Objectives:

The Bilingual Education Program, as legislated in Public Law 90-247 of January 2, 1968, was a discretionary grant program whose primary purpose was to provide financial assistance to local educational agencies to develop and carry out "new and imaginative elementary and secondary school programs" designed to meet the special educational needs of children of limited English-speaking ability who came from low income families.

Other authorized activity included research projects, the development and dissemination of special instructional materials, the acquisition of necessary teaching materials and the provision of pre-service training for funded classroom projects.

Public Law 93-380 of August 21, 1974, in its extensive revision of Bilingual Education Act (Title VII of the Elementary and Secondary Education Act)

1/ Of this amount $9,870,000 was released and made available for obligation FY 74.

2/ Plus sums authorized for the provisions of Section 721(b)(3) of P.L. 93-380.

3/ Amount shown is after congressionally authorized reductions.

4/ Includes funds earmarked by the Congress to carry out the provisions of Part J of the Vocational Education Act. An amount of $2,800,000 was appropriated for this purpose each year.

expanded the program's purpose and scope, and the definition of those children who are expected to benefit from the program. The new law declares it to be the policy of the United States, in order to establish equal educational opportunity for all children, to encourage the establishment and operation of bilingual educational programs at the preschool, elementary, and secondary levels to meet the educational needs of children of limited English-speaking ability, and to demonstrate effective ways of providing instruction for those children designed to enable them, while using their native language, to achieve competence in the English language.

Program objectives appear to be three-fold in P.L. 93-380. 1) The legislation presents a policy of encouraging the establishment and operation of programs using bilingual education practices, techniques and methods. To that end, financial assistance will be provided to enable local educational agencies "to develop and carry out such programs in elementary and secondary schools, including activities at the preschool level, which are designed to meet the education needs of such children; and to demonstrate effective ways of providing for children of limited English-speaking ability instruction designed to enable them, while using their native language, to achieve competence in the English language." 2) The legislation obliges the Commissioner of Education to "...establish, publish, and distribute, with respect to programs of bilingual education, suggested models with respect to pupil-teacher ratios, teacher qualifications, and other factors affecting the quality of instruction offered in such programs." 3) Part A of the legislation focuses in part on training programs for personnel who are preparing to participate or are already participating in bilingual education programs. This training component is in addition to the "auxiliary and supplementary" training activities which must be part of each bilingual-education program funded by Title VII.

The thrust of the legislation is reinforced by the Interim Rules and Regulations (Fiscal Year 1975) for the Title VII Program, as published in the Federal Register on March 12 and June 24, 1975. Section 123.12 ("Authorized Activities") refers to "Planning for...the development of bilingual education programs...designed to meet the special educational needs of children of limited English-speaking ability in schools having a high concentration of such children from low income families...including research projects, pilot projects, resource centers, materials development centers, and dissemination/assessment centers designed to test the effectiveness of plans so developed and to develop and disseminate special instructional materials (including tests) for use in bilingual education programs." The Regulations later refer in detail to "high quality programs for training bilingual education personnel" and to several categories of training grants and fellowships for this purpose.

The legislative emphasis and the new Rules and Regulations reflect in part the experience of the program's operation since 1969 and the results of formal evaluations conducted at the national level by OE and at the local level by the Title VII projects. Those findings have consistently pointed to two areas where there are critical shortages of the resources needed to implement effective programs. One shortage pertains to adequately trained teachers for bilingual education; the other perceived shortage refers to appropriate curricular materials for those programs. The Department's response has been defined as the "capacity-building" strategy, which is directed at using significant amounts of Title VII program resources (1) to encourage the training of teachers for bilingual education projects and of training the teachers of those teachers, and (2) to promote the materials-development, assessment and dissemination aspects of the national program. Implementation of the capacity-building strategy through Fiscal Year 1975 grants is further detailed in the Program Scope section below, but it is worth noting at this point that 37 grants for teacher-training projects were made in Fiscal Year 1975 to institutions of higher education, to a consortium thereof, or to a local school board. Furthermore, 19 grants to centers under the capacity-building strategy were made in Fiscal Year 1975, including awards for Resource Centers, Materials-Development Centers, Assessment Centers and Dissemination Centers. Although this effort must also be viewed in relation to increased funding levels for the Title VII program, it represents a far greater effort than in years past, in terms of the number and dollar amounts of grants, to address the urgent operational needs of bilingual education projects through the national bilingual program.

Program Operations

The Title VII program operates on the basis of the Bilingual Education Act under Public Law 93-380 (Education Amendments of 1974), and of Rules and Regulations which are published in The Federal Register. The Rules and Regulations provide detail on program purpose and procedures, describe categories of activities for which grants are to be made during that fiscal year, and present the criteria and related point totals to be used in judging proposals for grants. Grants may be made at any time during the fiscal year after publication of the Rules and Regulations, but are usually made near the end of the fiscal year. The program is forward-funded, which means that funds appropriated and obligated in a given fiscal year may be used by grant recipients during the school year immediately following.

The Lau vs. Nichols decision has given increased visibility to, and public awareness of, bilingual education, thus increasing the program staff's activities in providing information on recommended practices. Increased State involvement in bilingual evaluation has had a similar effect in terms of requests for information and other technical assistance.

The Commissioner is authorized to make payments to the Secretary of the Interior for bilingual education projects to serve children on reservations, which have elementary and secondary schools for Indian children operated or funded by the Department of the Interior.

Part A of Public Law 93-380 authorizes grants for (1) establishment operation and improvement of bilingual education programs; (2) auxiliary and supplementary community and educational activities, including adult-education and preschool programs; (3) training programs for personnel preparing to participate in, or already participating in, bilingual education programs, and auxiliary and supplementary training programs which must be included in each bilingual education program for personnel preparing to participate in, or already participating in, bilingual education programs; and (4) planning, technical assistance, and "other steps" towards development of such programs.

Grants under Part A may be made to local educational agencies or to institutions of higher education. Until Fiscal Year 1976, institutions of higher education had to apply for grants jointly with one or more local education agencies, but this is no longer true for grants for training activities. Part A thus authorizes grants for training to institutions of higher education (including junior colleges and community colleges), to local educational agencies, and to State educational agencies. Part A also provided further detail on mandated and authorized training activities for current or prospective teachers of bilingual education or for the persons who will themselves teach and counsel such persons.

Program Scope

The Fiscal Year 1975 appropriation for ESEA, Title VII was $85,000,000. In addition to support for regular Title VII program operations, this amount included $730,000 transferred to the National Center for Educational Statistics to initiate a national needs assessment, and $100,000 for the operation of the National Advisory Council on Bilingual Education.

Since this program is forward funded, FY 1975 funds primarily support activities occurring during school year 1975-76. 5/

From the amount available, $52,836,176 was obligated for 319 grants to LEA's for the operation of classroom demonstration projects at the elementary and secondary school levels. Of these grants, 68 were new and 251 had funding under this title in the previous year. It should be noted here that the FY 1975 Interim Regulations introduced a new concept in the administration of demonstration grants, the "project-period." Under this concept, award recipients are assured of continued funding depending upon the availability of funds for a given number of years--i.e., the project period. During successive years of the project period, recipients will not have to compete for funds against new applicants, although continued funding will depend upon satisfactory performance during the preceding year. It is understood that at the end of the project period, a grant recipient will have achieved the stated purposes of its application. The project period for grant recipients in FY 1975 ranged from one to five years.

The 319 classroom projects funded have enrolled an estimated 162,124 children. There are 44 languages served in these demonstrations, including 10 Indo European, 17 Asian and Pacific, and 17 Native American languages.

In this fiscal year, demonstration recipients were also eligible for two categories of training funds: inservice training of personnel participating in the demonstrations, and preservice training (traineeships). 6/

An amount of $5,245,416 was awarded to the demonstration grant recipients for inservice training benefiting nearly 14,000 teachers, aides, and administrators. In addition, $6,546,000 was awarded for traineeships. The LEA's, in turn, awarded grants averaging $2,000 to 3,273 to recipients whom they selected.

5/ The FY 1974 supplemental appropriation of $8,000,000 for ESEA, Title VII was not obligated until FY 1975. Because awards were for activities occurring in school year 1974-75, the impact of this supplemental is not included in the discussion above, which deals with school year 1975-76.

6/ After FY 1975, it is anticipated that LEA's will no longer receive grants from which they would award traineeships. These grants will go instead to institutions of higher education conducting suitable programs of study, and they will award the traineeships to qualified applicants.

For all teacher-training activities, $22,141,999 was obligated including those amounts cited above for inservice training and traineeships. In addition, 65 awards were made to institutions of higher education for training-related purposes. Thirty institutions received grants totaling $3,000,000 for the award of fellowships to graduate students preparing to train bilingual-education teachers. A total of 474 students received fellowships of $6,000 each. Another $3,790,000 was obligated to 35 institutions of higher learning for program development. Finally, within the training total, $3,560,583 was obligated for training resource centers. Seven centers received grants averaging $508,655, and will train at least 6,000 bilingual education classroom personnel.

The total amount obligated for training and the range of training activities supported in FY 1975 under this title represent a significant departure from previous years when relatively small amounts were obligated and then only for inservice training associated with demonstrations. For example, in FY 1974, about 10% of the available funds were obligated for training compared to 26% in FY 1975. This difference results in part from the Lau decision and the Department's capacity-building policy for bilingual education. Furthermore, P.L. 93-380 requires substantial funding for training under ESEA, Title VII, 7/ and also expands the range of authorized training activities.

Finally, the FY 1975 appropriation supported 9 Materials Development Centers and 3 Dissemination/Assessment Centers. These centers are meant to help meet the need for instructional materials that have been developed and carefully evaluated in terms of quality and of appropriateness for the language and ethnic groups served by the Title VII program. Both of these needs have been identified through evaluation studies described below and have been recognized in the legislative mandate of P.L. 93-380, in budget requests for Title VII and in the recent appropriations measures passed by the Congress. These 12 centers received a total of $6,270,102 in FY 1975 funds.

The Education Amendments of 1974 (P.L. 93-380) included a provision for bilingual vocational training in the addition of a new Part J to the Vocational Education Act. No funds were requested in FY 1975 for this activity, but the appropriation for ESEA, Title VII included $2,800,000 for Part J. From this availability, $2,797,997 was obligated to support 21 grants serving 6 language groups. Grants included model building, curriculum development, and the training of geriatric aides, secretaries, dental assistants, and mental-health technologists.

7/ Section 702(a)(3)(A) requires that an amount of $16,000,000 shall be reserved for training from sums appropriated up to $70,000,000; in addition, from sums appropriated in excess of $70,000,000, 33 1/3 per centum shall be reserved for such activities.

Program Effectiveness and Progress

The objectives which have been established for the Title VII program in the legislation, in regulations, create the framework for evaluation of program effectiveness. It is thus appropriate to evaluate the program in terms of the development and dissemination of models of effective bilingual-education practice, in terms of the training of personnel and development of high-quality curricular materials for bilingual-education projects, and in terms of the program's impact on participating children.

Since July 1974, OE has been conducting a major evaluation of the Title VII program. Contracted to the American Institutes for Research (AIR) of Palo Alto, California, the evaluation consists of three distinct studies:
(1) an "Impact" study to be completed in the fall of 1976, directed at Spanish language bilingual projects in their fourth or fifth year of Title VII support during the 1975-76 school year, and which is meant to assess the overall impact of the program on participating children and to report on the differing effects on children of the various instructional approaches at those projects; (2) an "Exploratory" study completed in September 1975, directed at the bilingual projects in Native American, Pacific and Asian, and Indo-European languages other than Spanish, which was meant to describe the policy issues and operational problems faced by a small sample of such projects, with recommendations for program policy; and (3) an "Exemplary" study completed in September 1975, directed at identifying effective bilingual projects in the Title VII program or in other OE-supported programs which could serve as models of effective bilingual-education practice.

Effectiveness as a Demonstration and "Capacity-Building" Program

In order to conduct its search for effective bilingual projects that could serve as models to project planners and managers elsewhere, the Office of Education had first to develop criteria for the Exemplary study in accordance with the objectives of the Title VII program and the criteria of the Office of Education's Dissemination Review Panel. Minimal project characteristics required for consideration included instruction in English-language skills for children limited in those skills, instruction in the customs and cultural history of the child's home culture, and instruction in the child's home language to the extent necessary to allow him to progress effectively through school. Futhermore, project participants had to show statistically and educationally significant gains in English-language skills, as well as in subjects taught in the home language. The project had to have clearly definable and describable instructional management components. Finally, start-up and continuation costs had to be within reasonable limits.

In June 1975, the Dissemination Review Panel approved four projects previously identified by AIR through the "Exemplary" study as appropriate for national dissemination. The four projects are as follows:

1. Bilingual Education Program
   Alice Independent School District
   Alice, Texas

   Spanish--In 1973-74, the project served 528 children in grades K-4 in four schools.

2. Aprendemos en Dos Idiomas
   Title VII Bilingual Project
   Corpus Christi Independent School District
   Corpus Christi, Texas

   Spanish--In 1973-74, the project served 519 children in grades K-3 in three schools.

3. Bilingual Education Program
   Houston Independent School District
   Houston, Texas

   Spanish--In 1973-74, the project served 1,550 children in grades K-12 in 8 elementary schools, one junior high, and one high school. (Validaton of the program was for grades K-4 only.)

4. St. John Valley Bilingual Education Program
   Maine School Administrative District #33
   Madawaska, Maine

French--In 1973-74, the project served 768 children in grades K-4 among the three school districts that cooperate in the project.

Detailed descriptions of the four projects are being distributed through the Title VII Resource centers in order to provide educators with a model and with ideas for implementing similar practices in bilingual education. The project descriptions, which include information on the context in which the projects developed and have operated, and the educational needs of the district's children which the projects have helped to meet, will be a source of ideas for project planners, teachers, administrators, school boards and PTA's. Finally, they are the starting point for the development of Project Information Packages (PIPs) for each of the four projects, in order to provide educators with complete information and guidance towards rapid development of nearly identical projects in school districts elsewhere. The PIPs are produced as part of OE's "Packaging and Dissemination" Program, which operates under the authority of the Special Projects Act in Title IV of Public Law 93-380 (Education Amendments of 1974).

The Exploratory study of Title VII projects involving Native American, Indo-European, Asian and Pacific language groups (American Institutes for Research, Incorporated, 1975) involved site visits to a total of 10 projects distributed among those language groups. All 10 projects had reviewed at least some materials produced by other bilingual projects, and most projects indicated some benefit to them from materials produced elsewhere. The benefits noted included ideas for developing their own materials, basic materials that could be modified for use in their own projects, or supplementary materials that could be used in the classroom.

The Exploratory study found, however, that the "special projects" funded under Title VII through Fiscal Year 1974 with a "capacity-building" mission to develop curricular materials or to assess and disseminate them, and to provide technical services to school projects, had not generally played an important role in materials development or acquisition at the sites that were visited. Project staff reported that the unique dialects or other linguistic variations, cultural considerations, and curriculum needs of their sites required that materials development be an individual project effort. This attitude towards curriculum development seemed to be shared among most Native American, Asian and Pacific, and Indo-European language groups, judging at least from the study's small sample. Because of the acute lack of instructional materials appropriate to the local language and cultural, project staffs spend large amounts of time developing materials--a task for which few have adequate training.

Similar findings came from a current study of Federally funded "Change-agent" programs, implemented under contract to the RAND Corporation of Santa Monica, California.

There is an obvious contradiction between the expressed need for assistance in materials development and the inter-project and within-district sharing of materials and techniques found by the Exploratory and Change-Agent studies, on the one hand, and the attitude that most of the effort in curriculum and materials must be done locally to ensure appropriate content, on the other hand. Reconciliation seems to lie in the fact that the sharing of materials produced by other projects appears to have, as its prime benefit, the spreading of new ideas, concepts and techniques rather than the specific materials themselves. The implication of this finding for the newly funded (Fiscal Year 1975) materials-development, resource, assessment and dissemination centers for these language groups is that, because of variations in languages and dialects, there should be at least for languages other than Spanish, greater emphasis on the exchange of ideas and techniques in materials development rather than on specific materials which have been developed. This involves concepts of curriculum content, procedures to use in materials development, resources available to materials developers, and (possibly) training specific to materials development. Under this approach, the dissemination centers would periodically provide projects in languages other than Spanish with information about new materials, new techniques, and new resources which have been developed by other projects or have been made commercially available. In addition, center staffs would help to train project staff in materials development, and could provide technical assistance in such areas as editing, printing, design, and graphic reproduction.

With regard to staffing problems in bilingual education projects, the Exploratory and Change-agent studies confirmed the lack of appropriate teaching skills in the early phases of project development. Although all projects of the Exploratory Study felt that it would be helpful for bilingual teachers to be certified, most projects noted that certified teachers were not prepared for bilingual education at most institutions of higher learning, and have to be trained specificially for it after the bilingual project has hired them. Futhermore, State mandates for bilingual education, which often lead to short-term projects with the "transitional" model of instruction, were seen as possibly having a negative effect on bilingual projects funded under Title VII. Competition for qualified staff could lead to "pirating" of the Federally-funded program in order to satisfy the staffing needs of the State-mandated program. The rapid expansion in the number of bilingual education projects under Title VII and other programs points up the urgent need for an expanding supply of adequately trained staff. Indeed, the plea for expanded training programs for persons interested in working in bilingual education was a common response of persons interviewed in the field.

In general, it appears that Title VII has had some success as a demonstration and capacity-building program to the extent that interest has been generated, some instructional materials and techniques have been shared, some personnel have been trained and qualified for projects, models are being replicated on an informal basis, and preparations are well underway for the formal, total replication of models (PIPs) based on projects known to be effective in meeting children's educational needs. The new capacity-building emphasis in program policy and grants offer considerable promise of increasing the supply of trained personnel and of increasing the amount and availability of instructional materials and curricular programs.

In addition, by its very presence, the Title VII program has provided visibility to the educational problems of a particular group of children who previously had been virtually ignored. Since Fiscal Year 1969, the first year that bilingual projects were funded with Title VII monies, a growing interest in bilingual/bicultural education has developed. Because of heightened awareness of and interest in bilingual/bicultural education, the special needs of children whose dominant language is not English are increasingly being addressed by new legislation, programs, and support. For example, at least 22 States have passed legislation permitting or supporting bilingual/bicultural education, are considering such legislation, or are funding programs without legislation. It is impossible to know to what extent the Federal program is directly responsible for these changes in the educational system, but Title VII may well be a prominent factor.

While being evaluated as a demonstration and capacity-building program, Title VII must also be evaluated on its effectiveness in producing positive changes in children in the cognitive, affective and behavioral areas. At the moment, pending the results of OE's Impact Study of Spanish bilingual projects which are due in December 1976, the only current source of data concerning the program's impact on children continues to be the annual individual project evaluation reports. The limitations in the data or methodologies prevent those reports from being used to draw conclusions about overall program effectiveness.

A "process" evaluation of the Title VII program implemented under contract to Development Associates, Inc., of Washington, D.C. in 1973, for Spanish-speaking children in the elementary grades. While it did not collect outcome data on children, the evaluation did provide some useful impressions of effectiveness. This evaluation found that the Title VII program did appear to have produced enthusiasm and commitment among personnel involved and to have fostered institutional change in recognition of the needs of non-English-speaking children. Most administrators felt that their districts would continue to support bilingual/bicultural education, at least partially, even after Federal funding had ended.

Other findings of the Exploratory Study are summarized below, with the recommendations of the Contractor:

Differing Approaches to Bilingual Education

Because children's learning needs require differing instructional approaches, some projects have developed a "transitional" approach in which children move as rapidly as possible from working in their home language to working in English, while other projects have felt compelled to work initially towards maintenance of the home language and their children's skills in it. A case in point for the latter approach would be the several Native American language groups whose educational practice has involved learning an oral tradition, developed over centuries, which is passed on to children in daily unstructured learning situations that involve various members of the tribe or village at different times. This procedure contrasts with the tradition of formal education in the United States which uses English as a medium of instruction, spoken and written, in a classroom situation that has the teacher as a model and facilitator of learning. In an effort to make the two educational traditions work together for the benefit of their children, a number of Native American communities have given priority in their bilingual projects to the development of writing systems for their languages. They believe that what children have learned through oral traditions before coming to school will thus be reinforced and continued at the school. They also intend that new concepts and ideas can thus be presented to the child without his first having to learn a new language. Because of this situation, the report recommends changes in the legislation to permit alternative approaches to meeting the Title VII program's basic goals.

Mixed Needs of Children

Some schools have mixtures of various racial and language groups. The report recommends changes in legislation so that children in bilingual-bicultural projects at a school may be grouped as necessary for those projects without violating the intent of civil rights laws.

Involvement of Non-Project Staff

The study also found that bilingual projects are often not well integrated into the district's educational system. Teachers who are not part of the project may not feel either involved in or committed to it. Recommendations for improvement include greater emphasis on communication with the district's staff about the purposes, plan, and status of the Title VII project; increased participation of non-project personnel in planning and instruction (possibility through team teaching); and anticipation of such problems as displacement of non-project personnel or lesser inconveniences to them.

Project Funding

Projects often find it difficult to plan the next year's activities and to retain qualified staff because funding has been typically for one year only and notification of funding may come after the end of the school year. The report recommends that OE consider increasing the period of funding and make every effort to notify districts about finding decisions before the close of school. Evaluation would be used in the early project years as a basis for improvement in management and instructional procedures, but would emphasize measurement of gains in appropriate achievement and attitude areas once project management and instructional procedures had been set.

The demonstration objective of the Title VII program results in a limited period of project funding and, consequently, of services to children. School districts often find that they do not have the funds to continue projects as a service activity with funding of their own. The report recommends that national program staff assist projects in searching for other sources of funds, and that appropriate changes be made in the legislation in order to provide supplemental funding in communities such as reservations which do not have a tax base.

Ongoing and Planned Evaluation Studies

Evaluation of the ESEA Title VII Bilingual Education Program

The section above on Program Effectiveness and Progress has already referred to the ongoing Impact Study of Spanish-language bilingual projects in their fourth or fifth year of Title VII support during the 1975-76 school year. That study completed a planning phase during the 1974-75 school year and entered the field-data-collection phase during the 1975-76 school year. The Final Report for the Impact study is due at OE on November 30, 1976. It is planned to make the study longitudinal for the 1976-77 school year.

The Study of Federal Programs Supporting Educational Change

The section on Program Effectiveness and Progress also referred to the ongoing "Change agent" study, which includes the Title VII program as an area of interest. This evaluation was designed in 1973 as a several-year study of Federally-funded programs which are intended to introduce and spread innovative practices in public schools. Further sites visits to bilingual education projects are taking place during the 1975-76 school year and the final report will be available in the winter of 1977.

A Study of State Programs in Bilingual Education

In 1975, in further response to the reporting requirements of Public Law 93-380 regarding the condition of bilingual education in the Nation, OPBE designed a study of State programs in bilingual education for which there is a legislative mandate or State funding, or other commitment of State resources, or some combination of these. This study is being implemented under contract to Development Associates, Incorporated of Washington, D.C. One perspective of the study is the effect on State activities of the Federal bilingual education programs operating within that State. Those programs include not only Section 708 (c) of the Emergency School Aid Act, Section 306 (a)(11) of the Adult Education Act, and Section 6 (b)(4) of the Library Services and Construction Act, [8] but also ESEA Titles I, III and IV (Indian Education Act). The final report is due at OE in the late fall of 1976.

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[8] These three programs are listed in Section 742 of P.L. 93-380 as the "other programs for persons of limited English-speaking ability" which are to be included in the Commissioner's Report. Activities under Section 122 (a)(4)(c) and Part J of the Vocational Education Act of 1963, also listed in this section, will be reported in the study listed below.

An Assessment of Bilingual Vocational Training

In accordance with the reporting requirements of Public Law 93-380's Part J (Section 192), OE in the spring of 1975 designed an explOratory study on the status of bilingual vocational training in all 50 States. The study is being implemented under contract to Kirschner Associates, Incorporated of Albuquerque, New Mexico. A report on the study objectives is scheduled for completion by the spring of 1976. A feasibility and design study for further research should be completed by the summer of 1976.

Sources of Evaluation Data:

1. Development Associates, Incorporated, *A Process Evaluation of the Bilingual Education Program, Title VII, Elementary and Secondary Education Act*, Washington, D.C., December 1973
2. American Institutes for Research, Incorporated, *Study of Bilingual-Bicultural Projects Involving Native American, Indo-European, Asian and Pacific Language Groups*, Palo Alto, California, September 1975
3. American Institutes for Research, Incorporated, *The Identification and Description of Exemplary Bilingual Education Programs*, Palo Alto, California, August 1975
4. The Rand Corporation, *Federal Programs Supporting Educational Change, Volume III: The Process of Change, Appendix C. Innovations in Bilingual Education*, Santa Monica, California, April 1975

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Follow Through

Legislation: **Expiration Date:**

Community Service Act
of 1974 (P.L. 93-644)

September 30, 1977

Funding History	Year	Authorization [1]	Appropriation
	1968		$15,000,000
	1969		32,000,000
	1970		70,300,000
	1971	$70,000,000	69,000,000
	1972	70,000,000	63,060,000
	1973	70,000,000	57,700,000
	1974	70,000,000	53,000,000
	1975	69,000,000	55,500,000
	1976	60,000,000	59,000,000

Program Goals and Objectives:

The authorizing legislation for the Follow Through program provides "financial assistance to appropriate agencies, organizations, and educational institutions in order that they may conduct Follow Through programs which will serve primarily children from low income families who were previously enrolled in Headstart and are currently enrolled in kindergarten and primary grades." Further, the legislation provides that projects must provide comprehensive services which, in the judgement of the Secretary, will aid the continued development of the children.

Follow Through is defined in its regulations as "an experimental community services program designed to assist, in a research setting, the overall development of children enrolled in kindergarten through third grade from low-income families, and to amplify the educational gains made by such children in Headstart and other similar quality preschool programs by (a) implementing innovative educational approaches, (b) providing comprehensive services and special activities in the areas of physical and mental health, social services, nutrition, and such other areas which supplement basic services already available within the school system, (c) conducting the program in a context of effective community service and parental involvement, and (d) providing documentation on those models which are found to be effective."

The experimental feature of the program is the implementation of a variety of educational approaches in school settings with greater than average amounts of supplementary services and a high degree of parental involvement. The factor which varies in controlled ways and is thus subject to evaluation is the kind of educational approach. As an experimental program, the focus of evaluation is upon the relative effectiveness of the alternative educational models in contrast to a service program where the overall impact of the program is a major concern. In a experimental program it should not be surprising to find that a number, perhaps many, of the educational approaches being tested are not successful. Whatever the specific results, the overall goal is to add to our knowledge about what works and what doesn't work for children from low-income families.

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[1] An authorization level was not specified prior to FY 71

The overall development of children and especially their educational gains are clearly the focus of the Follow Through Program. Consequently the objectives of the various educational approaches, being tested include the improvement of achievement in the basic skills, self-esteem, motivation to learn, general problem-solving ability, etc.

Program Operations:

Twenty different educational models have been developed and are being tested in school districts across the country. Each model is designed and monitored by a sponsoring group such as a university or an educational research laboratory, by means of a grant, and is implemented locally by means of a grant to local education agencies.

In addition to the evaluation emphasis of the Follow Through program, the scope of the program includes supplementary training for para-professionals and grants to states to provide technical assistance to local school districts receiving Follow Through grants. Under the supplementary training component some participating adults have earned high school equivalency diplomas and even college degrees. In several instances parents have earned teaching certificates and are now classroom teachers. The monitoring of these activites is carried out by a USOE Follow Through staff supplemented by consultants in the fields of educational research, educational administration, curriculum development, and evaluation.

Program Scope:

The U.S. Office of Education funds 165 local projects which were originally nominated by the State Education Agencies and the State Economic Opportunity Office in accordance with USOE and OEO criteria. The last new projects were initiated in school year 1972-73. In FY 75, Follow Through involved approximately 76,000 children in grades kindergarten through third.

To be eligible for Follow Through services, children must be from low-income families. The model development and implementation is provided through 20 sponsor grants, and cost $6,893,059 during school year 1975-76. LEA support costs were $43,208,201 in SY 1975-76.

Program Effectiveness and Progress:

The ultimate effectiveness of Follow Through will be determined by the degree to which it has fostered development of successful approaches to early childhood education of disadvantaged children. While it is too early to draw final conclusions, the evaluation evidence does suggest that some models are more effective than others. The magnitude of the effects, their stability over time and their consistency under different conditions are still being studied.

The national evaluation is designed primarily to identify which approaches are successful in producing educationally significant gains in areas such as cognitive achievement, motivation to achieve, self-esteem and locus-of-control (i.e., feelings of competence about one's ability to influence important events in one's life). The national evaluation is longitudinal and involves three entering classes, called cohorts of children, participating in 10 of the models operating in the program. In general, children are tested as they enter school (either kindergarten or first grade), at intermediate points, and as they leave the program at the end of third grade. The following chart shows the progression of children involved in the evaluation through the grades by cohort and by school year.

School Year

	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75
Cohort	K	1	2	3		
1	1	2	3			
Cohort		K	1	2	3	
2		1	2	3		
Cohort			K	1	2	3
3			1	2	3	

It is difficult to summarize the results of the Follow Through evaluation for a variety of reasons. First, the various educational models must be looked at separately, of course, because the purpose of the experiment is to identify effective approaches. Second, it is important to know model effects on a number of different measures of cognitive achievement and attitudes. Third, the results should be looked at grade by grade as well as at the end of the Follow Through experience. Fourth, to fully comprehend the effects of the models it is necessary to use several different methods of data analysis. Fifth, the results vary to some extent across cohorts. Sixth, the results are not uniform across all sites implementing a given model. This last problem is especially noteworthy because it may mean that certain models can only work in certain settings (e.g., a model may be effective for urban blacks but not with children from rural areas.) The site-to-site variation may also mean that some models are intrinsically more difficult to implement than others and that a few sites with poor results are simply instances of bad implementations.

Some preliminary Follow Through results are presented in the table below. It should be noted that these results are restricted to two measures, reading and mathematics achievement, to two cohorts and to one method of data analysis. The table shows effects of Follow Through models on reading and mathematics when Follow Through schools are compared to other similar schools matched on pre-test scores, ethnicity, and family income. The results are for Cohort II at the end of third grade and Cohort III at the end of second grade. As a general rule, somewhat greater importance should be attached to Cohort III results than to Cohort II.

FOLLOW THROUGH RESULTS*
COHORT II end of 3rd grade
COHORT III end of 2nd grade

		Number of Sites with:					
	Total	Significant Positive Effects		No Effects		Significant Neg. Effects	
Model	Sites	Reading	Math	Reading	Math	Reading	Math
A	7	1	1	1	1	5	5
	6	2	2	2	2	2	2
B	4	0	1	0	0	4	3
	6	1	1	2	4	3	1
C	6	1	2	2	0	3	4
	4	1	0	2	3	1	1
D	5	4	4	1	1	0	0
	4	4	3	0	1	0	0
E	6	1	2	0	0	5	4
	6	1	4	5	2	0	0
F	2	0	0	0	0	2	2
	6	1	1	4	4	1	1
G	4	1	3	2	0	1	1
	5	3	3	0	1	2	1
H	2	0	0	0	0	2	2
	4	0	1	1	3	3	0
I	NOT INCLUDED IN COHORT II						
	3	0	1	2	1	1	1
J	3	1	1	0	0	2	2
	2	2	2	0	0	0	0
Total	39	9	14	6	2	24	23
	46	15	18	18	21	13	7

*For each model, the first row of numbers is Cohort II and the second row is Cohort III.

Some of the highlights of the table are summarized below:

- Model D, which is similar to traditional classrooms but with very intensive work on basic skills, shows generally superior results in reading and mathematics in both cohorts.

- Model E, which emphasizes behavior modification in addition to being highly structured in teaching methods, is showing superior results in mathematics at the end of the second grade of Cohort III. However, reading results in Cohort III and Cohort II results in general are either neutral or negative.

- Model G, which stresses the role of parents in the home, showed mixed results. Although a majority of the sites are positive, the negative sites cannot be ignored. The effectiveness of this model may be especially dependent upon the setting.

- Model J, a bilingual model which stresses language skills, produced superior results in Cohort III but inconsistent results in Cohort II. Delays in full implementation of the model may account for the poorer showing in the earlier Cohort.

Ongoing and Planned Evaluation Studies:

The Stanford Research Institute (data collection) and Abt Associates, Inc. (data analysis) are the primary contractors performing the evaluation of the Follow Through Program. The analysis effort is continuing with emphasis on the third grade of Cohort III from data collected in the spring of 1975. USOE will synthesize the findings from sponsor and LEA evaluation reports with those data collected by Abt Associates.

A contract was let to the RMC Research Corporation to conduct a cost study of Follow Through projects. This study is expected to provide information on the resources used in Follow Through and comparison sites that could be used in decisions on future replication of projects.

USOE is conducting a survey of supplementary services provided LEA's. This survey should provide information on the needs of Follow Through children and how those needs are being met.

Sources of Evaluation Data:

Education as Experimentation: A Planned Variation Model Vols. IA, IB, (First Year Effects) Abt Associates, Inc., March 1974

Education as Experimentation: A Planned Variation Model Vols. IIA, IIB, (Two Year Effects), Abt Associates, Inc., May 1975

Education as Experimentation: A Planned Variation Model, Draft in Progress, Abt Associates, Inc., final due February 1976

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

School Assistance in Federally Affected Areas (SAFA) - Maintenance and Operations

Legislation:

P.L. 81-874, as amended
by P. L. 93-380

Expiration Date:

June 30, 1978*

Funding History:	Year	Authorization	Appropriation
	1965	$359,450,000	$332,000,000
	1966	388,000,000	388,000,000
	1967	433,400,000	416,200,000
	1968	461,500,000	416,200,000
	1969	560,950,000	505,900,000
	1970	650,594,000	505,400,000
	1971	935,295,000	536,068,000
	1972	1,024,000,000	592,580,000
	1973	1,025,000,000	645,495,000
	1974	989,391,000	574,416,000
	1975	1,053,100,000**	636,016,000
	1976	1,007,372,000**	660,000,000

Program Goals and Objectives

P. L. 81-874 provides assistance to local school districts for current operating costs of educating children in areas where enrollments are affected by Federal activities. The purpose of the legislation is to minimize the fiscal inequities caused by both the presence of tax-exempt Federal lands and the burden of providing public school education to children who reside on Federal property or whose parent is employed on Federal property or is a member of one of the uniformed services. The law also provides for the full cost of educating children residing on Federal property when no State or local education agency is able, because of State law or for other reasons, to provide suitable free public education. Assistance is also provided for schools in major disaster areas. Indian lands and low-rent housing are included in eligible Federal property under this law.

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* Provisions pertaining to "A" category pupils and children attending schools on Federal installations are permanent.

** Does not include disaster provisions or estimates for hold harmless provisions.

P.L. 874 is the closest approximation to general aid from the Federal Government available to eligible school districts. SAFA funds become part of the general operating accounts of LEAs.[1] Section 5(d)(3), which provides for a waiver to the prohibition against State consideration of P.L. 874 payments when determining the eligibility and amount to be paid under a State aid program, if the State has a program designed to equalize expenditures among its school districts, was to become effective in FY 1975. Final regulations to fully implement this provision were still under development at the end of the year.

Program Operations

Payments are made directly to local education agencies (or to Federal agencies where they are operating schools) and are based on expenditures from local sources per pupil for children who reside on Federal property and/or reside with a parent employed on Federal property, or who had a parent on active duty in the uniformed services. Applications are submitted to the Commissioner through the State Education Agency, which certifies that information in the local applications is accurate insofar as records in State offices are concerned.

Entitlements are computed and payments made under provisions of the law as follows (1) under Section 2 school districts are reimbursed for removal of property from local tax rolls by Federal acquisition, and payments are based on local tax rates for operating expenses applied to the estimated assessed valuation of the Federal property (2) Section 3(a) entitlements are based on the number of children of parents who live and work on Federal property are based on local contribution rates (LCR), which approximate the current expenditures per pupil from local revenue sources in generally comparable school districts in the same State as the applicant district; this LCR, however, if less than the greater of one-half the State average per pupil expenditure or one-half the national average per pupil expenditure, will be raised to the higher figure. Payments are made for 3(a) pupils at 100 percent of the LCR when they constitute 25 percent or more of the average daily attendance (ADA) in a district and at 90 percent when they constitute a less than 25 percent of the ADA. Section 3(b) entitlements, for children of parents who either work on or reside on

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[1] P.L. 93-380 incorporated two exceptions, effective in FY 1976, for 1) handicapped children of military personnel, funds for which must be used for special programs to meet the needs of these children, and 2) children from public housing, funds for which must be used for ESEA Title I-type programs.

Federal property, are computed on the basis of 50 percent of the LCR and payments are made at a maximum of 70 percent of this entitlement. (3) Payments under other sections are determined on the basis of need for financial assistance resulting from Federal activity and are made at levels to provide school services in eligible districts that are comparable to those of similar districts in the State. Such payments allow increased rates of payment when 50 percent or more of school children in a district reside on Federal property or when districts are adversely affected by decreases in enrollment or substantive increases in attendance due to Federal activities. Payments are also made for full costs of educating children to other Federal agencies maintaining schools where free public schools are not available, and assistance may be provided to a district located in a major disaster area.

A school district received on the average $635 for each child in attendance whose parents worked and resided on Federal property and about $263 for each child whose parents worked on or resided on Federal property. Federal payments represented about two percent of the total operating costs of eligible districts.

Program Scope

In 1975 there were 4,301 awards made on the basis of 1.9 million school children counted for aid purposes, including payments to other Federal agencies maintaining schools for 42,000 pupils. Since the funds are available for the general operating accounts of school districts, some or all of the 23.4 million children enrolled in SAFA-aided school districts could conceivably benefit from the aid provided by the program. Funds were provided for major disaster assistance in FY 1975 in the amount of $3.8 million.

Program Effectiveness and Progress

The inequities in the impact aid program itself have limited its effectiveness in accomplishing the purpose of minimizing inequities caused by Federal activities. This has been amply documented in an extensive study conducted in 1969 by the Battelle Memorial Institute under the direction of the U.S. Office of Education. Many of the conditions they described are still in effect, but some important changes under the new provisions of P.L. 93-380 are noted below. The study found that impact aid payments result in unjustified payments to many school districts and over-compensates them for the real or presumed burden of Federal activity. The major sources of these impact aid "windfalls" are:

1. Payments that far exceed the cost to the local government of educating Federal pupils.

2. Payments to wealthy school districts which could finance better-than-average school costs without SAFA aid.

3. Payments to districts where the economic activity occurring on non-taxable Federal lands (e.g., a leased oil well or an aircraft company on Federal property) generates enough local taxes to support increased school costs.

4. Payments to school districts which are compensated twice for the same government impact under different Federal legislation. For example, some districts benefit from shared revenues, such as timber and Taylor grazing revenues from public lands and are entitled to impact aid under P.L. 81-874. Because impact aid is based upon the student population rather than property characteristics, the two payments frequently overlap to the benefit of the school district.

5. Higher per pupil payments to rich districts than to poor ones resulting from the inclusion of local expenditure in calculating the aid formula.

6. Children are counted who would be attending school in a district even if the Federal government had never come into the area. As an example, Battelle cites the case of farmers who take employment at an airbase and still maintain their farm residences in neighboring school districts. Their children may then qualify for SAFA aid.

7. Payments that often do not reflect the economic stimulus that the Federal government may cause in a community.

In a few instances, due to lack of funds, school districts are underpaid under the present law. For example, in one school district, government-owned house trailers were parked on private property near an airbase. In this instance, neither the airbase nor the trailers were subject to taxation and the school district was only able to impose property taxes on the relatively poor land on which the trailers were parked. In determining its entitlement, the school district was paid on the basis of B pupils because their residence was on private taxable property.

As a result of these observations, Battelle proposed specific changes in the existing law:

1. Absorption - Paying only for those students in a school district that exceed the Federal impact on all districts. This average impact for Federal activity was estimated at 3% of all students for the country as a whole.

2. Change in entitlement - Changing the entitlement rate for B pupils from the current level of 50% of the A students, i.e., those whose parents live and work on Federal property, to 40% of the A students. The rationale offered for this change is that school districts are presumed only to lose an estimated 40% of property tax revenues normally paid by business, which, for the parents of B students, is the untaxable Federal property where they work.

3. Richness cutoffs - Reducing or eliminating districts that have an average tax base that is 25% above State average per pupil tax base. The present law has no such cut-off.

Battelle also suggested that the local tax effort be taken into accout in devising any formula changes; that Federal in-lieu-of-tax payments, shared revenues and other special payments be deducted from impact aid payments; and that the capital cost program (P.L. 815) be merged with the operating cost program (P.L. 874).

P.L. 93-380 made substantial changes in the program, largely effective in FY 1976. While these changes did not incorporate the specific recommendations of the Battelle study, some of them are consistent with the spirit and intent of these recommendations. For example, the existing "B" category pupils (reside on Federal property or reside on privately owned property with a parent employed on Federal property or in the uniformed services) were put into four groups for determining entitlement: 1) parent in the uniformed services--entitlement remains at 50 percent of the LCR 2) parent is a civilian employed on Federal property located outside the county of the LEA--entitlement will be 40 percent of the LCR 4) parent employed outside the State of residence--no entitlement. Another provision to make the program more equitable will allow States with equalization programs to consider SAFA funds to some extent in their State aid programs, offsetting windfall payments some districts might receive.

Sources of Evaluation Data:

1. Battelle Memorial Institute, School Assistance in Federally Affected Areas: A Study of Public Laws 81-874 and 81-815, published by Committee on Education and Labor, H.R., 91st Congress, 2nd Session, GPO, 1970.

2. Administration of Public Laws 81-874 and 81-815. Annual Report of the Commissioner of Education, U.S. Department of Health, Education, and Welfare, GPO, 1973.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

School Assistance in Federally Affected Areas (SAFA): Construction

Legislation:	**Expiration Date:**
P. L. 81-815, as amended by P. L. 93-380	June 30, 1978*

Funding History:	Year	Authorization	Appropriation
	1966	$50,078,000	$50,078,000
	1967	58,000,000	52,937,000
	1968	80,620,000	22,937,000
	1969	79,162,000	14,745,000
	1970	80,407,000	15,181,000
	1971	83,000,000	15,000,000
	1972	91,250,000	20,040,000
	1973	72,000,000	15,910,000
	1974	72,000,000	19,000,000
	1975	72,000,000	20,000,000**
	1976	70,000,000	20,000,000**

Program Goals and Objectives

P.L. 81-815 is designed to provide local education agencies with financial aid for school construction under specified conditions: for construction of urgently needed minimum school facilities in school districts which have had substantial increases in school membership as a result of new or increased Federal activities (Section 5); where provision of the non-Federal share of construction imposes a financial hardship (section 8); and for the construction of temporary school facilities where a Federal impact is expected to be temporary (Section 9). The law also allows the Commissioner to make arrangements for providing minimum school facilities for Federally-connected children if no tax revenues of the State or its political subdivisions may be spent for their education or if the Commissioner finds that no local education agency is able to provide a suitable free public education (Section 10). Assistance is authorized for construction of minimum school facilities in local education agencies serving children residing on Indian lands by Sections 14(a) and 14(b), and Section 14(c) authorizes assistance to financially distressed local education agencies which have substantial Federal lands and substantial numbers of unhoused pupils. Emergency aid is available to LEAs for the reconstruction of school facilities destroyed or seriously damaged in school districts located in declared major disaster areas (Section 16).

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* Provisions pertaining to section 5(a)(1) pupils and sections 10 and 14 are permanent.

**Exclusive of major disaster assistance.

Since FY 1967 appropriations for P.L. 81-815 have been substantially below the amounts required for funding of all qualified applicants under the law. The basic law requires that disaster assistance under Section 16 be funded from available funds (these payments are then covered by supplemental appropriation requests) and that Sections 9 (temporary Federal impact), 10 (school construction on Federal property), and 14(a) and (b) (children residing on Indian lands) will receive priority over other provisions. The law requires that eligible applications be ranked within each section on the basis of relative urgency of need and that available funds be assigned on this basis. The ranking by relative urgency of need is based on the percentage of federally connected children in a school district and the percentage of "unhoused" pupils in the district. "Unhoused" pupils are those in membership in the schools of a district over and above normal capacity of available and usable minimum school facilities.

Program Operations

All grants are made to qualified school districts on the basis of applications. The amount of payment to an LEA varies from 95 percent of actual per pupil costs for construction required due to increases in the number of children residing on Federal property to 50 percent for increases in the number of children residing with a parent employed on Federal property or on active duty in the uniformed services, to 45 percent for increases resulting from Federal activities carried on either directly or through a contractor. Grants are further limited to actual cost of providing minimum school facilities for children who would otherwise be without such facilities. Full costs of construction are authorized for temporary facilities required as a result of Federal activities and for facilities for children residing on Federal property which local education agencies are unable to provide. For children residing on Indian lands, grants are based on needs of the school district for providing minimum school facilities.

In recent years appropriation language has directed available funds toward the most urgent needs for school facilities. In FY 1975, for example, funds were directed toward high priority projects under Section 5 (grants to heavily impacted local school districts) and to facilities for children residing on Indian lands (Section 14). After funding emergency repairs to Federal installations constructed under Section 10 in the amount of $1 million, remaining funds were directed to Section 5 and Section 14(a) and (b) projects, with $9 million reserved for Section 5 and $10 million for Section 14. In addition $3.1 million was provided for major disaster areas under provisions of Section 16.

Program Scope

Since 1951 P.L. 815 has provided $1.5 billion for school construction to house more than 2 million pupils. Funding history for the past 10 years is as follows:

Section and Fiscal Year	Number of Projects	Amount of funds funds reserved	Number of classrooms	Pupils Housed
Section 5, 8, 9				
1966	156	$31,005,126	1,630	47,405
1967	105	20,693,676	1,100	33,355
1968	36	10,647,381	903	27,208
1969	123	69,803,905	2,416	98,390
1970	69	1,004,911	7,801	241,770
1971	3	568,915	277	6,335
1972	-	-	116	3,480
1973	9	9,355,242	193	5,145
1974	23	17,319,924	223	6,223
1975	3	7,404,240	94	2,768
Section 14				
1966	16	6,691,301	87	2,600
1967	2	1,782,159	16	435
1968	2	1,085,998	20	690
1969	11	2,071,858	20	505
1970	-	2,603,869	-	-
1971	4	4,346,095	30	597
1972	1	2,448,601	5	164
1973	1	930,000	10	120
1974	8	9,639,583	135	2,981
1975	0	8,073,672*	-	-
Section 10				
1966	28	10,364,287	191	5,486
1967	8	7,386,834	100	2,440
1968	13	1,749,902	38	813
1969	20	14,469,886	137	3,704
1970	11	1,166,197	37	746
1971	14	12,651,927	55	4,152

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* FY 75 funds available were used to cover costs of 5 ongoing projects.

Section and Fiscal Year	Number of Projects on Funds reserved	Amount of Funds funds reserved	Number of classrooms	Pupils Housed
1972	9	$10,151,252	99	2,390
1973	1	18,000	-	-
1974	6	505,690	3	70
1975	-	811,291**	-	-

In addition, more than $31 million has been obligated to reconstruct school facilities destroyed or seriously damaged by a major disaster since such assistance was first authorized in FY 1966.

Program Effectiveness and Progress

A backlog of eligible applications has accumulated since 1967, when appropriations were no longer adequate to fully fund all of them. At the close of FY 1975, this backlog was estimated at $300 million, as follows:

Section 5	$151.6 million
Section 9	1.0
Section 10	97.3
Section 14	50.1
	$300.0 million

In recent years available funds have been directed toward high priority needs of Section 5 and Section 14 (a) and (b), with some funding for emergency repair of Federal installations constructed under Section 10. A study of current construction needs under Section 10 is now in progress. Some of the entitlements making up this backlog may not represent current needs, which must be demonstrated before actual funding can occur, and some present low priority applications with relatively small numbers of unhoused pupils. However, the backlog of eligible applications is growing, with estimated entitlements for the current year at the $70 million level.

An evaluation of P.L. 81-815 was contained in a study by the Battelle Memorial Institute. The study concluded that with its system of project by project approval the administration of P.L. 815 is unnecessarily complicated. Furthermore, "because capital projects are easily deferrable in the Federal budget, P.L. 815 provides for uncertain levels of support based upon a priority system that tends to penalize a district that proceeds on its own to provide classrooms for federally connected students." The Battelle Study recommended that the capital cost program (P.L. 815) applicable to the usual situations be merged with the operating cost program (P.L. 874) in order to simplify its administration.

** Section 10 funds were used only for emergency repairs to existing facilities.

Sources of Evaluation Data:

1. Battelle Memorial Institute, School Assistance in Federally Affected Areas: A Study of Public Laws 81-874 and 81-815, published by the Committee on Education and Labor, H.R. 91st Congress, 2nd Session, GPO, 1970.
2. Administration of Public Laws 81-874 and 81-815. Annual Report of the Commissioner of Education, U.S. Department of Health, Education, and Welfare, 1975 (in process).

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

PROGRAM NAME:

Emergency School Aid Act (ESAA)

Legislation:

Title VII of the Education Amendments of 1972 (PL 92-318) as amended by Title VI, Part D of the Education Amendments of 1974 (PL 93-380)

Expiration Date:

June 30, 1976

Funding History

Fiscal Year	Authorization($)	Appropriation($)
1973	1,000,000,000	228,000,000
1974	Total of	234,000,000
1975	1,000,000,000	215,000,000
1976	From FY 74-76[1].	215,000,000

Program Goals & Objectives

In June of 1972 the Emergency School Aid Act (ESAA) was enacted into law to provide local educational agencies with financial assistance -- (1) to meet the special needs incident to the elimination of minority group segregation and discrimination among students and faculty in elementary and secondary schools; (2) to encourage the voluntary elimination, reduction or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students; and (3) to aid school children in overcoming the educational disadvantages of minority group isolation. In addition to these general objectives, each of the Act's authorized subprograms has specific objectives consistent with the Act's overall goals.

ESAA originally authorized eight subprograms, three of which were State apportionment programs (Basic Grants, Pilot Grants, and Nonprofit Organization Grants) and the remaining five (Bilingual Education, Education Television, Metropolitan Area, Special Projects, and Evaluation) were discretionary grant programs. The Metropolitan Area Projects subprogram and its 3-4% reservation from the annual appropriation were eliminated from the program by Section 642 of P.L. 93-380 in August, 1974. Since that amendment and pursuant to statute and regulation, 87% of the annual appropriation is reserved for the state apportioned programs -- Basic Grants 64%, Pilot Programs 15% and Nonprofit Organization grants 8%. The remainder of the annual ESAA appropriation is reserved as follows for the discretionary programs: Bilingual Education, not less than 4%; Education Television Project, 3-4%; Special Projects, 5%; and, Evaluation awards, up to 1%.

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1. Original authorization was for 1 billion dollars for FY 73 and a similar amount for FY 74. PL 93-380 changed the authorization such that the second billion dollars is authorized for the entire period from FY 73 through FY 76.

The objectives of the five discretionary programs can be summarized as follows. The Bilingual Education program provides funds to local education agencies for bilingual programs designed to equalize the educational opportunity of minority group children from environments where the dominant language is other than English. Education Television contracts and grants are awarded to public or private non-profit agencies, institutions or organizations for the development and airing of integrated children's television programs of cognitive and affective educational value. Prior to elimination of the set-aside for Metropolitan Area Projects in August of 1974 (PL 93-380), such grants and contracts were awarded to local education agencies to establish and maintain an integrated school consisting of a substantial proportion of educationally advantaged children mixed with at least 50% of the proportion of minority group children in all schools within their Standard Metropolitan Statistical Area. Special Project grants and contracts are made to or with, State and local educational agencies, and other public agencies and organizations for purposes of conducting special programs and projects which are consistent with the purposes of the Act. The final discretionary program, Evaluation, authorizes grants to and contracts with, State educational agencies, institutions of higher education, and private organizations for purposes of evaluating programs authorized by the Act.

As with the discretionary programs, the three State-apportioned programs (Basic, Pilot, and Nonprofit Organizations), have unique sets of objectives. Basic Grants are awarded to eligible school districts to reduce minority group isolation, to meet the special needs incident to the elimination of segregation and discrimination, and to assist elementary and secondary school children in overcoming the educational disadvantages associated with minority group isolation. Basic Grants may be awarded to any LEA which (a) is implementing a desegregation plan or has adopted and will implement such a plan if assistance is made available; or (b) has a plan to enroll non-resident children in its schools to reduce minority group isolation; or, (c) to districts without desegregation plans but with minority group student enrollment exceeding 50 percent if they establish or maintain at least one integregated school. Nonprofit Organization grants and contracts provide funds to public or private nonprofit agencies, institutions, or organizations to carry out programs designed to support local education agency development or implementation of a plan, program, or activity for the reduction or elimination of minority group isolation.

Pilot Project grants are awarded to local education agencies for unusually promising projects designed to overcome the adverse effects of minority group isolation by improving the academic achievement of children in minority isolated schools. To be eligible for a Pilot Grant an LEA must be implementing a desegregation plan or a plan to reduce minority group isolation which would make it eligible for a Basic Grant. In addition, at least 15,000 minority group students must be enrolled in the schools of the LEA or minority students must constitute more than 50 percent of the total LEA enrollment.

Program Operations

Sums annually appropriated pursuant to the Act for Basic, Pilot, and Nonprofit Organization Grant categories are apportioned to States on the basis of the ratio of their number of minority group school-aged children to the number of such children in all States. Local school districts and non-profit organizations compete for the funds apportioned to their respective States.

In applying for Basic and/or Pilot grants, local school districts must demonstrate that they have needs related to the Act's objectives and that they have designed a program based upon the Act's twelve authorized activites that shows promise in achieving one or more of the Act's objectives. Nonprofit organizations must demonstrate in their applications that they have designed programs which will effectively support local school districts' efforts to develop or implement a desegregation plan.

Applications for two of the discretionary grant programs -- Educational Television, Special Projects -- are made directly to the Office of Education in Washington; the Evaluation Program operates with contracts under government regulations; and, Bilingual Education and all other ESAA program applications are submitted to HEW Regional Offices. Each of the programs has its own unique set of funding criteria and award procedures which are specified by the Act and ESAA regulations.

Program Scope

While the Act as amended in 1974 (PL 93-380) authorizes an appropriation of one billion dollars for FY 73 and a similar amount for the period ending June 30, 1976, actual appropriations have amounted to $228 million, $234 million, $215 million and $215 million for fiscal years 1973, 74, 75 and 76 respectively. Since funds are annually appropriated for obligation and expenditure during the fiscal year succeeding the year of appropriation, the major thrust of the Act began during school year 1973-74 and it is expected to continue through the 1976-77 school year.

Annual obligations and number of awards by subprogram and fiscal year are summarized below:

ESAA Obligations ($ 1,000) and Number of Awards by Fiscal Year (FY)

	FY 73		FY 74		FY 75	
Program	Oblig.	Awd.	Oblig.	Awd.	Oblig.	Awd.
Basic	117,675	445	155,845	570	135,386*	379
Pilot	21,960	95	27,116	141	33,948	164
Nonprofit	29,081	241	19,746	238	18,103	205
Metro	5,448	14	-0-	-0-	-0-	-0-
Bilingual	8,888	39	9,958	47	9,052	34
ETV	11,366	5	6,890	8	7,794*	8
Special Projects	6,834	56	11,795	77	8,459	36
Evaluation	2,286	2	2,489	2	2,257	2
Total	203,538	897	233,839	1,083	214,999	828

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*Includes funds transfered from Special Projects discretionary account.

As indicated by the above, total obligations and number of awards increased from FY 73 to FY 74 then decreased in FY 75. Concomitant with the decrease in obligation and awards in FY 75 was a 17% increase in the size of the average award with a range of change across subprograms of -9.3% from Evaluation to +54% for Special Projects. The two largest subprograms, Basic Grants and Pilot, had a +38.9% and +7.6% increases in their average grant size respectively.

The resource allocation process for the FY 75 appropriation is summarized in more detail below:

FY 75 ESAA RESOURCE ALLOCATION

Program	Applicants	Awards	Oblig.	Avg. Award	% of $ Requested	# of States
Basic	677	379	135,386,285	357,220	47.9%	47
Pilot	214	164	33,948,000	207,000	48.5%	32
Nonprofit	400	205	18,103,000	88,307	27.5%	44
Bilingual	92	34	9,052,000	266,235	23.2%	20
ETV	33	8	7,793,999	974,250	16.4%	7
Spec. Prog.	60	36	8,459,712	234,992	33.5%	26*
Evaluation	NA	2	2,257,000	1,128,500	NA	NA
Total	1,476	828	214,999,996	259,662	40%	NA

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* Includes five jurisdictions other than States

Although most ESAA FY 75 applicants were eligible for awards, the above table indicates that only 56.1% could be funded out of the FY 75 appropriation which covered 40% of the dollars requested by applicants. Also apparent from the table is the fact that the State-apportioned subprogram (Basic, Pilot and Nonprofit) awards were distributed over more States than were the discretionary subprogram awards as would be expected by the State-apportionment formula and the nature of those subprograms.

Program Effectiveness and Progress

National evaluation of the ESAA program began early in 1973, prior to full scale local implementation of ESAA. Evaluation activities have focused on the two largest subprograms -- the Basic and Pilot Programs. During FY 76 evaluations of the Nonprofit and ETV programs will be designed and evaluation contracts will be awarded. The remainder of this discussion will focus on the preliminary results of the Basic and Pilot program evaluations.

The national evaluation of the Basic Grants and Pilot programs was designed to determine the cumulative impact of those programs over a period of three school years in terms of the Act's objectives -- reduction in minority group isolation, elimination of segregation and discrimination, and improvement of student basic skills. The evaluation began collecting data during school year 1973-74 -- the first year that the program was implemented at the local level -- and will complete data collection during the 1975-76 school year.

Data on achievement, school climate and discrimination, and reduction in minority group isolation, are collected annually in a nationally representative sample of approximately 75 Basic and 42 Pilot elementary schools and 54 Basic secondary schools in 85 ESAA-funded school districts. Within each school in the evaluation, samples of approximately 60 students in each of grades 3, 4, and 5 or 10, 11, and 12 were randomly selected across sections within grade to participate in the evaluation. Students are followed longitudinally through those grade bands, with grade 5 and 12 students leaving the sample each year. In any one year there are approximately 27,000 students, 4,000 teachers, 172 principals, and 85 local ESAA coordinators, district business managers, and superintendents in the evaluation sample.

The Basic and Pilot program evaluation design anticipated the fact that the first year of implementation of any national educational program is always a formative one, requiring adaptation of schools, school staffs, and students to new projects. Consequently, the results reported here, which focus on year-one of the Basic and Pilot programs, should be considered a progress report on that process of implementation and adaptation rather than a definitive report on the success of the Act in achieving its objectives. Later ESAA evaluation results should provide the measure for assessing the Act's effectiveness.

An initial finding of the evaluation relates to student needs prior to program implementation. On the basis of school staff opinion and achievement test results, it can be concluded that prior to ESAA program implementation students in minority isolated schools and minority students in desegregated schools were severely educationally disadvantaged. For example, achievement data collected at the beginning of the first year of ESAA implementation indicate that students in minority isolated schools (Pilot eligible) were achieving at approximately the 19th percentile in reading and the 15th percentile in math. That is, 81% and 85% of the students in our nation's schools were achieving at higher levels in reading and mathematics respectively. In desegregated schools (Basic eligible) student achievement was slightly higher with reading scores at about the 30th percentile and math scores at approximately the 23rd percentile. However, when achievement scores for minority and non-minority students were analyzed separately, data indicate that prior to ESAA program implementation minority students in desegregated schools were just as academically needy as their peers in minority isolated schools whereas non-minority students in desegregated schools were achieving at approximately the 50th percentile.

A second evaluation finding of interest relates to the effectiveness of the ESAA resource allocation process in terms of its focus on student educational needs. Evaluation results indicate that the grant award process effectively targeted funds to educationally needy school districts; school districts targeted ESAA funds to needy schools; schools, in turn, focused their ESAA funds on basic skill programs directly related to student needs; and finally, at least at the elementary level, the intensity of basic skill services received by students was directly related to the severity of their needs.

One of the major objectives of the Basic Grants program is to encourage the reduction of minority group isolation. Evaluation results indicate that, overall, there was a small reduction in minority group isolation in ESAA school districts during the first year of the program. 20% of the districts in the evaluation sample achieved any significant reduction in minority group isolation.

Apparently, this finding results from the fact that very few of the districts that applied for ESAA Basic Grant funds during the first year were newly desegrating districts. Most districts in the evaluation sample had desegregated from two to ten years prior to receipt of an ESAA award.

Analysis of the desegregation plans of the Basic Grants districts in the evaluation sample indicated that busing and redrawing of district boundaries were the most frequently used elements of their plans. Busing was more likely to be a major element of a district's desegregation plan if it had a small total enrollment or a low percentage of minority students. In school districts that used bus transportation for desegregation purposes, a larger percentage of minority than non-minority students were so transported. Finally, there was some indication of a positive relationship between the use of bus transportation for desegregation purposes and better racial balance.

A second objective of ESAA common to both the Basic and Pilot programs is to aid school children in overcoming the educational disadvantages associated with minority group isolation. Comparison of student math and reading achievement scores prior to program implementation to similar scores obtained approximately five and one-half months later suggests that there were positive achievement gains during that period in ESAA funded Basic and Pilot districts. In general, student achievement gains in ESAA districts approached or exceeded gains that would be expected of average children in average schools. Math gains were somewhat greater than reading gains, and Basic district gains slightly exceeded those of Pilot districts.

An indepth analysis of ESAA school district achievement gains through comparison of matched pairs of schools within each district, one of which was ESAA funded and the other not ESAA funded, indicated that achievement gains were similar regardless of the presence of ESAA funds. Further analysis indicated that there were few significant differences in total school funding or program characteristics between ESAA funded and non-funded schools within ESAA districts. Apparently, non-ESAA funded schools within ESAA districts used other sources of funding to nullify expected total funding differences between ESAA funded and non-funded schools and those non-ESAA funds were used to provide students with ESAA type services.

In summary, although schools in ESAA funded districts demonstrated achievement gains far above expectation, those gains cannot be directly attributed to ESAA since ESAA funded and non-ESAA funded schools in those districts had similar total funding levels, program components and achievement gains. One possibility currently being investigated is that when ESAA funds are targeted on a few schools within a district the district is motivated to find other sources of funds to provide ESAA type activities to students in their remaining needy schools.

The third objective of the Basic Grants program is to reduce segregation and discrimination among students and faculty in elementary and secondary schools. The first year of the evaluation did not provide any data relating to the achievement of that objective. Year two and three of evaluation will focus more directly on such reductions.

In addition to the above findings, the first-year-results also suggest that relationships among student, staff, and program characteristics and student outcomes differ somewhat for minority-isolated as compared to desegregated schools.

In minority-isolated schools, preliminary findings indicate that there is a positive relationship between the level of supplemental reading program funding and student reading *and* mathematics achievement. Similarly, lower pupil/teacher ratios seem to be positively related to student mathematics achievement in minority-isolated schools. For reasons that are not clear, no such relationships were found in desegregated schools. Nevertheless, in *desegregated schools*, positive desegregation-related policies, attitudes, and activities of district and school staff appear related to positive student expectations, student liking for school, and student reading and mathematics achievement. Also in desegregated schools, at least at the secondary level, the results suggest a positive relationship between reading achievement and the amount of time spent in reading instruction.

In summary, preliminary evaluation results suggest that during the first year of local program implementation, both the Basic and Pilot grants programs were effective in targeting funds and services at educationally needy school districts, schools, and students. Further, there is some indication that the resource allocation process has begun to have positive impact on the academic achievement of students in ESAA-funded school districts. Although those findings are encouraging, it should be noted that as initially proposed by the Administration and later enacted by Congress, the primary purpose of ESAA was to provide short term, emergency financial assistance to local school districts in the process of desegregating. Evaluation data and program-operational experience clearly indicate that the program has encouraged little new desegregation and in only a very limited number of instances have ESAA funds been used to meet emergency needs associated with new or increased reductions in minority group isolation. This apparent failure to achieve the Act's primary objective is probably due to the State apportionment formula associated with the Basic and Pilot programs which requires funding school districts within each state that meet eligibility criteria regardless of the emergency nature of their need.

The Office of Education is currently analyzing various means to capitalize on the apparent progress of ESAA in meeting educational needs and at the time is exploring ways to redirect the program back to its original primary goal -- the reduction of minority group isolation. It is expected that the Administration will shortly propose a legislative remedy for the situation.

Primary Sources of ESAA Evaluation Data

(1) Coulson, J. E. and others. The *first year of Emergency School Aid Act ESAA Implementation: Preliminary Analysis*. System Development Corporation, September 15, 1975.

(2) Ozenne, D. G., and others. *Achievement Test Restandardization: Emergency School Aid Act National Evaluation, System Development Corporation*, November, 1974.

Ongoing Evaluation Studies

(1) Evaluation of the Emergency School Aid Act Basic Grant Program, under contract with System Development Corporation.

(2) A Longitudinal Evaluation of the Emergency School Aid Act Pilot Program, under contract with System Development Corporation.

(3) Study of the Identification of Exemplary Desegregated Schools and Evaluation of the Determinants of Success, under contract with Educational Testing Service.

Studies of the Emergency School Assistance (ESAP) Program

(1) Crain and others. Southern Schools: An Evaluation of the Emergency School Assistance Program and of School Desegregation. 2 volumes, Chicago: National Opinion Research Center, 1973.

(2) Acland, H. Secondary Analysis of the Emergency School Assistance Program, The Rand Corporation, 1975.

(3) Seefeldt, ESAP Community Group: An Evaluation, Washington, D.C.: Kirschner Associates, Inc., November 1972.

(4) Evaluation of the Emergency School Assistance Program, Bethesda, Maryland: Resource Management Corporation, 1971.

(5) Need to Improve Policies and Procedures for Approving Grants under the Emergency School Assistance Program, Washington, D.C.: General Accounting Office, 1971.

(6) Weaknesses in School Districts' Implementation of the Emergency School Assistance Program, Washington, D.C.: General Accounting Office, 1971.

(7) The Emergency School Assistance Program: An Evaluation, prepared by Washington Research Project and five other civil rights organizations, 1970.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Training and Advisory Services (Civil Rights Act of 1964, Title IV)

Legislation:	Expiration Date:
Title IV of the Civil Rights Act of 1964 (P.L. 88-352), as amended by the Education Amendments of 1972, P.L. 92-318	indefinite

Funding History:	Year	Authorization	Appropriation
	1965	indefinite	$6,000,000
	1966		6,275,000
	1967		6,535,000
	1968		8,500,000
	1969		9,250,000
	1970		17,000,000
	1971		16,000,000
	1972		14,600,000
	1973		21,700,000
	1974		21,700,000
	1975		26,700,000
	1976		26,700,000

Program Goals and Objectives

Title IV is designed to provide training and technical assistance related to problems incident to school desegregation. Desegregation is defined to include race, color, religion, sex, and national origin. Technical assistance is authorized "in the preparation, adoption, and implementation of plans for the desegregation of public schools." Technical assistance includes, among other activities, making information available regarding "effective methods of coping with special educational problems occasioned by desegregation." The law also provides for training of school personnel "in dealing with problems incident to desegregation." All of the above quotes are from the legislation.

A major goal of Title IV in Fiscal Year 1975 was to achieve and implement a final agreement on a strategy to expand assistance under Title IV to include: (1) problems such as highlighted in the Lau v. Nichols decision, and (2) problems incident to sex discrimination.

In Lau, the U.S. Supreme Court ruled that affirmative steps must be taken by school districts where non-English speaking students, as a result of language deficiencies, do not effectively participate in the educational process. Title IV was expanded by Title IX of the Education Amendments of 1972 (P.L. 92-318) to include sex desegregation. The final regulations implementing Title IX were issued during Fiscal Year 1975 after an extended period of comment and controversy.

A second goal of Title IV was to target awards within the guidance provided by the regulations to the different categories of Title IV awards. Support for all authorized school desegregation problems (except *Lau*-related problems) is provided under four categories of Title IV awards: General Assistance Centers (GACs), State Education Agencies (SEAs), Training Institutes, and direct grants to local education agencies (LEAs). In addition, there are three specialized types of awards: (1) specialized Training Institutes for sex desegregation (in addition to the assistance under the four above categories), (2) specialized General Assistance Centers for *Lau*-related problems, and (3) separate awards to State Education Agencies for *Lau*-related problems.

Further details and the success in achieving these goals is discussed in the *Program Scope* section below.

Program Operation

The General Assistance Centers (GACs) and State Education Agencies (SEAs) provide training and technical assistance through a variety of authorized activities to districts within their service areas. For SEAs, each State is its own service area and GACs vary with from one to several States constituting a service area. There are 27 GAC service areas covering the entire country. Training Institutes are smaller in that they tend to offer more specialized training services to a few school districts. Direct grants to local education agencies (LEAs) are also made which are limited to hiring an advisory specialist and sometimes provide training within the LEA receiving the award. The regulations specify that at least 10 institutes will be funded each year which have the primary focus of training with regard to desegregation on the basis of sex. *Lau*-related GACs and SEAs may offer the same activities as the other GACs and SEAs plus specific training and curriculum development activities related to situations involving non-English dominant minority group students.

Proposals (also called applications) are sent to the Office of Education Regional Offices where each is reviewed by Office of Education staff and by panels which assign each application a total numerical score (consisting of points for specific criteria that are added to produce a total score). The Regional Office transmits the ratings with their recommendations to the Office of Education in Washington where the lists of applicants and ratings from all regions are combined and ranked in numerical order. The procedures specified are for awards to be made from the highest scores on until funds are exhausted within each category (except for overlapping proposals such as two competing applications for GACs to serve the same area). *Lau*-related applications are made directly to and reviewed in the Office of Education in Washington.

Program Scope

A major goal of Title IV in Fiscal Year 1975 has been stated--to achieve and implement a final agreement on a strategy to expand assistance under Title IV to include *Lau* and sex discrimination. The following table, which presents data on Fiscal Year 1975 Title IV awards, allows some conclusions to be drawn about the program goals.

DATA ON TITLE IV AWARDS MADE IN FISCAL YEAR 1975

Category	Total Applications (1)	Total Awards (2)	Amount Awarded (thousands) (3)	Average Award (thousands) (4)
GAC-Race and Sex	38	26	$10,423	$401
SEA-Race and Sex	44	44	5,507	125
LEAs-Race and Sex	109	47	2,163	46
Training Institutes				
Race and Sex	93	17	2,514	148
Sex desegregation	17	11	1,092	99
SUBTOTAL			21,700	
GAC-*Lau*	22	9	3,750	417
SEA-*Lau*	18	13	1,250	96
TOTAL	341	167	$26,700	$160

The Supplemental Appropriation of $5 million for *Lau*-related assistance was fully obligated as shown in the difference in Column 3 between the SUBTOTAL and the TOTAL. The *Lau* GAC awards were made through competitive proposals received for nine service areas. The nine awards were made out of a total of 22 applications (as shown in first two columns of the table). The competition was concentrated in three service areas where three or four proposals were received. Of the other service areas, five received two proposals and one received only one proposal. The program office seems to have fully met its responsibilities because a Request for Proposals (RFP) was formally advertised, giving any organization the opportunity to submit a proposal.

Race and Sex GAC proposals were also awarded by competitive RFPs. There were 26 awards out of 38 applications.

Competition was greatest for grants to LEAs and Race and Sex Training Institutes. In these cases, proposals not funded generally represent districts not served by direct funded LEA grants or Training Institutes. Data on needs for aid in these districts are not currently available and aid is available from other categories of Title IV aid and under the Emergency School Aid Act.

SEA awards are not competitive within States because they are made on a sole source basis. However, funds awarded to SEAs are obviously not available to other categories of Title IV aid. All 44 SEA Race and Sex desegregation proposals were funded.

Sex discrimination, as indicated earlier, is included with race desegregation in the four categories of the table labeled "Race and Sex" plus the specialized sex desegregation Training Institutes. There is no reliable information available at this time regarding the amount of funds spent on activities related to sex desegregation. Proposals received extra points in the rating system if they included both race and sex desegregation activities, but the actual targeting in terms of the amount of services offered in each area is not known. It is known, however, that 11 Training Institutes specializing in sex desegregation were funded.

The last column shows that the average Title IV award was for approximately $160,000, with the average ranging from $46,000 for General LEA grants to $417,000 for Lau GACs. A great deal of this variation is due to the amount of services and geographic area covered. Race and Sex LEA grants are restricted by law to an advisory specialist and training activities for a single school district. Lau GACs authorize a larger number of activities and either cover a large geographic area or one with high concentrations of Lau-related districts.

An area of interest is the targeting of Lau-related funds in areas of greatest need. Candidate districts (i.e., those potentially out of compliance with the decision) were identified by the Office of Civil Rights in the Department of Health, Education and Welfare. Districts were identified based on available data of the distribution of language minority groups using different definitions. The results showed, not surprisingly, large concentrations of districts in the Southwest (Texas, Arizona, New Mexico, Colorado) and especially California. Some--but certainly not all--larger cities in other parts of the country were among those identified, but 78 percent of the candidate Lau districts were in these five States. If these data are reasonable criteria, the program was not too effective in targeting the Lau SEA awards. The States with the largest number of candidate Lau districts (California with 153 and Texas with 69) each received $250,000 awards, but

New York State with only one candidate Lau district received $200,000 and Illinois with only two received $100,000. Admittedly, districts served include New York City and Chicago, but several large cities were included in the California and Texas Lau lists as well. Two States (Rhode Island and Iowa) with no candidate Lau districts received small awards. Of the 13 States receiving awards, the median number of candidate Lau districts was only 4 districts. Five States whose Lau GAC applications were not funded all had small numbers of candidate Lau districts.

Data from Lau GACs were available but not yet fully analyzed. It appears that Lau GAC funds were considerably better targeted than Lau SEA funds.

In summary, the Fiscal Year 1975 goal of developing Lau Title IV assistance was implemented, but there is evidence of targeting problems with the Lau SEA awards. Title IV assistance for sex discrimination was instituted in combination with race desegregation awards plus specialized sex desegregation institutes. There is no reliable information currently available on the operations of these projects.

Another goal in Fiscal Year 1975 was to target the various categories of Title IV awards within the guidance provided by the regulations (which allows the Commissioner discretion). The following shows the regulation target and the actual distribution of Title IV funds for Race and Sex Desegregation:

	target	actual*
GAC	50	48.0
SEA	25	25.4
LEA	10	10.0
Training Institute	15	16.0
	100	100.0

The regulations also established the goal that three-quarters of the Lau funds would be awarded to Lau GACs and one-quarter to Lau SEAs. These targets were met exactly.*

Program Effectiveness and Progress

Evaluation reports on Title IV are now largely outdated. A nearly completed study cited in the next section examines the operations of Title IV after fairly extensive changes were made in the program.

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*These percentages are not shown in the Program Scope section but may be calculated from column 3.

Ongoing and Planned Evaluation Studies

An evaluation of the Title IV program is in the final revision stages and will be released in the summer, 1976. The evaluation, conducted under contract to the Office of Education by the Rand Corporation, examines the operations of Title IV assistance for race desegregation.

A follow-up study is also being conducted by Rand to examine the impact on the Title IV program of combining race and sex desegregation services. Recall that (with the exception of the specialized sex desegregation Training Institutes and the specialized *Lau*-related assistance) most Title IV projects are now responsible for providing both race and sex desegregation assistance.

Sources of Evaluation Data:

1. Stephen Crocker, *et. al.*, *Title IV of the Civil Rights Act of 1964: A Review of Program Operations*, Santa Monica, California: The Rand Corporation, 1976.
2. U.S. Commission on Civil Rights, *Title IV and School Desegregation: A Study of a Neglected Federal Program*, Washington, D. C.: U. S. Government Printing Office, 1973.
3. Race Relations Information Center, *Title IV of the 1964 Civil Rights Act: A Program in Search of a Policy*, Nashville, Tenn., 1970.

ANNUAL EVALUATION REPORT ON EDUCATIONAL PROGRAMS

Program Name:

Packaging and Field Testing

Legislation:	**Expiration Date:**
Cooperative Research Act (P.L. 531 as amended) Special Projects Act (P. 93-380 effective FY 76)	June 30, 1976*

Funding History:	**Year**	**Authorization****	**Appropriation**
	1975	$ 127,284,000	$ 1,400,000 ***
	1976	*	1,400,000*

Program Goals and Objectives

Under Section 2 of the Cooperative Research Act the Commissioner is authorized to make grants and contracts to organizations for the dissemination of information, for surveys, for exemplary educational projects and for studies related to OE management.

As authorized under the Cooperative Research Act, the purpose of this program is to disseminate information about exemplary educational approaches and products in a way that would accelerate the replication of these successful approaches and projects by school districts throughout the country. The educational projects disseminated by this program have been developed and demonstrated in State and discretionary grant programs supported by the Office of Education.

Through making these exemplary projects available to school districts in a form that facilitates their implementation by local school staff it is hoped that children will be helped to increase their achievement in the basic skill areas of reading and mathematics. Implementation of several specific activities should lead to the accomplishment of the program's purpose: (1) the systematic identification of effective education projects whose development has been supported by the Office of Education; (2) systematic analysis and packaging of the management, resources and instructional components essential to the success of those projects; (3) the field test of the use of the packaged model in implementing the project in several school sites; (4) a final revision of the packages based on an evaluation of the implementation effort at these school sites; and (5) the dissemination of the revised packages for purposes of widespread implementation of the effective packaged projects.

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* The cooperative Research Act was replaced by the provisions of the Special Projects Act, July 1, 1975. The packaging and field testing program therefore, is under the authority of the Special Projects Act for FY 1976. It does not have a separate authorization.

** This indluces funds for Program Administration, Planning and Evaluation Data Systems Improvement and General Program Dissemination as well as Packaging and Field Testing.

*** Figures do not include approximately $3.5 million of ESEA, Title III Section 306 funds for implementation of the projects via the packages.

Program Operations:

The major activities involved in this program are specified in the section above. Each activity involves several steps. The first activity--identification of effective education projects has been underway in OE for several years. For the first set of Project Information Packages developed, previous studies conducted by OE supplied a pool of candidate projects. Criteria were then established in order to select compensatory education projects for packaging and to validate their effectiveness. The criteria were defined as: (1) effectiveness in improving student achievement; (2) reasonable start-up and maintenance costs; (3) availability for and feasibility of packaging; and (4) evidence of replicability. Projects meeting these criteria and selected for packaging were also required to have approval for dissemination from the NIE/OE Joint Dissemination Review Panel (JDRP). Projects identified as exemplary by current OE studies and projects submitted to the JDRP for approval continue to provide a pool of candidate projects for future packaging.

The second activity--analysis and packaging of the management, resources, and instructional components essential to the success of projects--begins with an analysis of the validated projects at the school site operating the project. Through observing projects and interviewing participants, components and resources essential to their success with children are defined. The activity continues with the packaging of those components in the form of guides for the implementation of the validated project in other districts. The Project Information Package subsequently developed for each validatad project includes a detailed description of the resource requirements for planning, school organization, physical facilities, staffing requirements, teacher training, instructional material and methodologies, budgets, information feedback, parent participation, communication, schedules and milestones, project management, monitoring and evaluation.

The third activity is to field test each package at several school sites. The field test is important in determining the ease with which a project can be implemented elsewhere using the information provided in the package. The field test examines the effectiveness of the package itself in terms of accuracy in identifying essential components, quality of packaging, acceptability and ease of use to teachers, administrators, children and parents, and finally overall impact of the package in helping children increase their achievement.

The fourth activity - revision of each package based on the field test data--takes account of problems users have found while implementing the project via the information in the package. Given successful implementation of a project in the field test revisions made in the packaged model on the basis of user feedback should further facilitate its implementation in new school sites.

The final step is to disseminate the revised packages for implementation in school districts throughout the country. To accomplish this task, materials were developed to enable school district officials to learn about the projects that have been packaged for implementation and to decide if such a project might help meet local educational needs. Currently, these materials are being distributed to school districts likely to be interested in one of these exemplary projects by ESEA, Title I Coordinators in each State Education Agency and by State Facilitators participating in the ESEA Title III funded National Diffusion Network (see the Title III section in this report for more information on the "Network".)

Program Scope

The effort was initiated in with funds authorized under the General Education Provisions Act, Section 411 and under Title III, Section 306 of the Elementary and Secondary Education Act. Six effective compensatory education projects were identified and packaged in FY 1974 and ESEA Title III Section 306 grants were awarded in FY 75 to 17 school districts for the purpose of implementing one or more of the successful projects. Of the 17 Title III grants to school districts for the purpose of implementing the packaged projects, approximately 53 schools and 3,500 students were involved.

The projects were implemented in school year 1974-75 and a contract was awarded for the conduct of a field test evaluation to assess the process by which the districts implemented the projects via a Project Information Package (PIP). At the end of FY 1975, Title III grants were again awarded to the school districts participating in this effort for continuation of the projects during the 1975-76 school year.

With FY 1975 funds, under the Cooperative Research Act, the field test evaluation was continued in order to focus on assessing student achievement gains, a contract was awarded for the packaging of up to twelve more effective projects, a contract was awarded for the revision of the initial set of 6 PIPs, and these revised PIPs are being disseminated for implementation in the school year 1976-77, as described in the previous section.

Program Effectiveness and Progress

set of six effective projects were identified, packaged and field tested in 19 sites; the packaged projects were revised on the basis of the field test results to further facilitate their implementation in new sites; materials informing school districts of their availability are being disseminated; a new effort to identify and package a second set of 12 successful projects has been initiated; and a study to examine the process by which the six revised PIPs are disseminated and implemented is being planned. The steps involved in accomplishing each of these tasks are described in more detail below.

Criteria were established for selecting successful projects--with emphasis on effectiveness, replicability, availability and cost--and six successful reading and math compensatory education projects were identified, analyzed and physically packaged. Five of these were originally developed with ESEA Title I funds and one was developed with Title III funding. All six projects are recognized as exemplary by the OE/NIE Joint Dissemination Review Panel and were described in the Project Information Packages in such a way as to provide the information a school district would require to implement the projects with a minimal amount of teachnical assistance. Accordingly, included in each PIP are Project Director materials describing staff requirements, facilities needed, teacher training, schedule of activities, budgets, and procedures for obtaining the support of school staff and community. Materials for project teachers and other staff describing roles and responsibilities, the instruction approach, curriculum materials, the selection of students and other details about the projects are also included.

A two-year field tryout of the six PIPs in 19 project sites located in 17 school districts was initiated in July of 1974. The field test involves approximately 53 schools and 3500 children at the 19 sites. Sites participating in the field test received ESEA, Title III, Section 306 grants for the implementation of the projects via the PIPs. The emphasis of the first year of this effort (School Year 1974-75) was on monitoring the installation of the process and users attitudes toward the PIPs and the projects. During the first tryout year the evaluation focused on answering the following questions: Can effective exemplary projects be implemented or replicated in new sites via PIPs? For what functions and in what amount is technical assistance required for project implementation? How do the projects affect student attitudes? What is the reaction of the school staff, parents and community to the PIP projects? Is the PIP a viable approach to the dissemination and implementation of exemplary projects? How can the PIPs be improved to facilitate their implementation in still other sites? The focus of the second year of the evaluation (School Year 1975-76) is to determine whether the projects implemented via the PIPs are as effective in improving student achievement as the projects were in the developer sites and to examine school district intent to continue the projects during the following year (1976-77) when they will no longer be supported by Title III. The second year of the study is in progress at the present time.

The results of the first year of the field test indicate that in spite of the difficulties encountered by school personnel in attempting to implement the PIP specifications for the start up stage which began late and off schedule, the project implementation was accomplished. In every site, whith one exception, there was a PIP project (or projects) in operation by February of the first year. Moreover, the instructional programs were implemented as described in the PIPs and the projects were recognized as entities in their school districts. Also by February the project directors and instructional staffs had developed considerable pride in and ownership of their projects. They were pleased with the instructional program and felt that improved student attitudes toward learning, and in some case, greater academic achievements had resulted. No dissent was heard from either parents of participants or from community groups.

Given these encouraging results several new activities were initiated. First, the development of a second series of up to twelve new Project Information Packages began in July 1975. Four exemplary bilingual projects approved by the JDRP were identified for packaging and an additional 8 compensatory education projects are being identified. These 12 new projects are being packaged in accordance with the revision of the first series of six PIPs.

Second, in July 1975 on the basis of the first year of the field test, revisions were begun on the first series of six PIPs. In addition, awareness materials are being prepared for use in disseminating the revised PIPs to school districts. The awareness materials, the Analysis and Selection Kit or ASK, are being prepared to aquaint decision makers at the school district level with the six PIPs and to assist them in determining which, if any, of the PIP projects may meet their needs and capabilities. A set of orientation materials to aid adopting sites in obtaining the commitment and support of school and community persons for the selected PIP project, and a set of disseminators materials to aid federal, state and local persons in promoting the adoption of the PIP projects will also be prepared.

Finally, planning for the dissemination of the revised set of 6 PIPs is underway. The strategy for disseminating the revised PIPs for implementation in new sites in the fall of 1976 relies on utilizing existing delivery systems or networks to distribute the PIP awareness materials and working directly with local education agencies who would most likely be interested in a PIP project. Accordingly, the State Facilitators participating in the National Diffusion Network (see ESEA Title III section for more information on the "Network") and Title I State coordinators will be the primary disseminators of the PIPs for fall 1976 project implementation while the planning of a more refined dissemination strategy is in progress. Plans are also being made to conduct an evaluation of the dissemination and implementation of the six revised PIPs. (This study is further described in the following section).

Ongoing and Planned Evaluation Studies:

1. Evaluation of the Field Test of Project Information Packages

The purpose of this two year study which began in July 1974 is to evaluate the process by which packaged educational projects are implemented in order to determine the viability of disseminating exemplary projects for implementation by school districts via an exportable package. The evaluation is being conducted under contract with Stanford Research Institute. The first year of the evaluation has been completed. It focused on the installation and operation of the packaged educational approaches. The focus for the second year of the study (in process) is to determine the impact of the projects on student achievement and to explore the school districts intentions for continuing the projects after federal funding is withdrawn. Results are presented in the first year report which is expected in the winter of 1976 while the final report of the field test evaluation is expected in the winter of 1977.

2. Evaluation of the Dissemination/Implementation of the Revised Project Information Packages - First Series

It is planned that this study will evaluate the dissemination and implementation of the six revised project information packages which are currently being disseminated through the Title I State coordinators, the Title III state facilitators, and through a dissemination unit in the USOE. The study is concerned with two aspects of the dissemination program: the effectiveness of the overall dissemination strategy and the fidelity and effectiveness of the resulting PIP implementations in local communities. Regarding the dissemination strategy, the extent to which the various dissemination units are able to obtain PIP adoptions will be examined in an attempt to identify those factors that appear to facilitate or inhibit adoptions by local communities. In addition, in a sample of local communities who have adopted one of the six projects, the study will examine the extent to which adopting LEA's follow PIP guidelines, the types of problems they have in implementing PIP projects, their satisfaction with the PIP project, and the achievement outcomes of the project for participating children. The study will result in a series of recommendations for the improvement of the dissemination strategy, and for encouraging better implementation.

The study will begin in the spring of 1976 and continue for two years. During the first year of data collection, on-site observations interviews will be conducted, and state personnel involved in dissemination will be surveyed; these activities will be supplemented in the second year by the administration of pre- post achievement tests in adopting sites. It is anticipated that the study will be completed in December, 1978.

Sources of Evaluation Data:

1. Horst, D. P., Piestrup, A. M., Foat, C. M. and Binkley, J. Ll *Evaluation of the Field Test of Project Information Packages: Vol.II - Recommendations for Revisions*. Mountain View, California: RMC Research Corporation, 1976.
2. Piestrup, A. M., *Design Considerations for Packaging Effective Approaches in Compensatory Education*. Los Altos, California: RMC Research Corporation, 1974 (Report No. UR-241).
3. Stearns, M. S. *Evaluation of the Field Test of Project Information Packages: Vol I - Viability of Packaging*. Menlo Park, California: Stanford Research Institute, 1976.
4. Tallmadge, G. K., *The Development of Project Information Packages for Effective Approaches in Compensatory Education*. Los Altos, California: RMC Research Corporation, 1974 (Report No. UR 254).

B. EDUCATION FOR THE HANDICAPPED PROGRAMS

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

State Grant Program

Legislation:

P.L. 91-230, Title VI, Part B,
Assistance to States for Education
of Handicapped Children, as amended
by P.L. 93-380, Section 612, 613, 614,
and 615

Expiration Date:

September 30, 1977

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1967	$ 51,500,000	$ 2,500,000
	1968	154,500,000	15,000,000
	1969	167,375,000	29,250,000
	1970	206,000,000	29,190,000
	1971	200,000,000	34,000,000
	1972	210,000,000	37,500,000
	1973	220,000,000	37,500,000
	1974	226,600,000	47,500,000
	1975		100,000,000
	1976	100,000,000	110,000,000
	1977	110,000,000	110,000,000

Program Goals and Objectives:

According to Statute, the primary goal of this program is to provide full educational opportunities to all handicapped youth. Through grants to States, the program serves to assist in the initiation, expansion and improvement of programs and projects for the handicapped (ages 3 - 21 years of age) at the preschool, elementary and secondary levels. The grants are meant to serve as a catalyst to increase programs for handicapped children on a comprehensive basis involving both Federal and local resources.

Program Operations:

In FY 75, non-matching grants were made to States and outlying areas. The funds were allocated to the States on the basis of the number of children in each State aged 3-21 years of age, multiplied by $8.75, ratably reduced. The program was advance funded. Provisions were made so that no State or outlying area received less than their FY 74 appropriation. Any State desiring to receive a Grant must submit to the Commissioner, through its State educational agency, a State plan which is not a part of any other plan. Plans must demonstrate the policies and procedures to be used to expand and/or improve the program and projects; demonstrate the manner in which the administration of this plan is to be conducted; provide assurance that the control and administration of funds shall be in a public agency; and assure that every attempt will be made to identify and locate all children with handicapping conditions.

Program Scope:

According to program data, in the school years 1974-1975 and 1975-1976 approximately 380,000 children have participated in special education programs as a result of this program. This number includes children receiving such limited incidental services as screening, diagnosis and prescription. Estimates are that nationally about 56 percent of school aged handicapped children are receving special education; but in some States less than 25 percent are receiving this help. The total number of awards for this fiscal year were 57 (fifty-seven) for a total of $100 million.

Program Effectiveness and Progress:

A formal evaluation of the State-grant program indicated that the program was not producing the intended multiplier effect. The study hypothesized that the failure of EHA-B to produce this effect could be traced to the nature of fiscal support provided by the EHA legislation. The certainty of receiving a continuing and "non-matching" federal grant lessens the probability that local districts will undertake such projects on their own. Consequently, EHA has little effect on changing local priorities in the allocation of non-federal resources.

The study did indicate, however, that EHA-B has contributed to the expansion of State services, programs and mandates for serving handicapped children. The most effective component appeared to be the administrative set-aside of EHA-B which increased capability for planning programs at the SEA level. Less effective was the project component of EHA-B. Although project grants permitted local districts to develop innovative programs which would not otherwise occur, the impact of that innovation was largely restricted to the particular district which received the grant. There was not a significant replication impact in other districts which did not receive EHA-B funds.

A second problem identified is that the EHA-B per capita formula does not take into account the marked differences among States and local governments in their ability to pay for programs for handicapped children. Thus, the formula does not correct the existing situation whereby a child's chance of receiving appropriate services depends largely on where his family lives.

Ongoing and Planned Evaluation Studies:

None

Source of Evaluation Data:

1. Bureau of the Education of the Handicapped program information.
2. Evaluation of an Aid-to-States Program for Education of Handicapped Children, by Exotech Systems, Inc.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Aid to States for Education of Handicapped Children in State-Operated and State-Supported Schools

Legislation:	Expiration Date:
ESEA Title I, Section 121 (P.L. 89-313): as amended by P.L. 93-380, Section 101 (a) (2) (E)	September 30, 1978

FUNDING HISTORY	YEAR	AUTHORIZATION [1]	APPROPRIATION
	1966		$ 15,900,000
	1967		15,070,000
	1968		24,750,000
	1969		29,700,000
	1970		37,480,000
	1971		46,129,000
	1972		56,400,000
	1973		75,962,098
	1974		85,777,779
	1975		87,500,000
	1976		95,800,000

Program Goals and Objectives:

According to the legislation, this program was designed to provide Federal assistance to State agencies which are directly responsible for providing free public education for handicapped children. Handicapping conditions include mental retardation, hard of hearing, deaf, speech impaired, visually impaired, seriously emotionally distrubed, crippled, or other health impairments requiring special education. State agencies are authorized to use the Federal assistance only for programs and projects which are designed to meet the special educational needs of these handicapped children. Acquisition of equipment and construction of school facilities may be included in these projects. Assurances must be given that each child will be provided with programs to meet his special educational needs. The primary emphasis of this program is to fund institutions: 1) which provide full-year residential programs to those children requiring this service, 2) which provide special itinerant services on a part-day basis for children who are enrolled in regular day school but require special, additional, assistance, and 3) for children confined to their homes because of the severity of their handicap.

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[1] The Authorization level under this legislation is determined by formula and taken from the total Title I appropriation prior to any other allocation of Title I funds. See text for definition of the formula.

Program Operations:

Federal funds under this program are determined by a formula which specifies that, of each handicapped child in average daily attendance (ADA) in an elementary or secondary educational program operated or supported by a State agency, the agency receives an amount equal to half the State expenditure for a child enrolled in its public schools, or half of the national average, whichever is higher.

At the Federal level, organizational responsibility for this program is vested in the U.S. Office of Education, Bureau of Education for the Handicapped (BEH). Allocations under the program, as determined by BEH, are issued to State agencies. Applications for the project funds are then submitted by partitipating institutions to their supervising State agency. The agency reviews the applications and forwards those which it approves to the State educational agency (SEA) for final approval and the release of funds. The participating institution is required to submit end-of-project reports to its State agency to account for the expenditure of funds and to provide an evaluation of project activities.

Program Scope:

In FY 1975, approximately $88 million were allocated to 50 States, the District of Columbia, Puerto Rico and Guam.

The funds allocated were administered by 142 State agencies which supervised project participation at about 3400 State schools, 96 Local Educational Agencies and 3,000 local schools. The average daily attendance reported by these institutions was 178,765 children for the school year 1974-75. Those children benefiting under the program are distributed across the following handicap categories approximately as follows: Mentally Retarded- 111,551 Deaf and Hard of Hearing-22,782, Emotionally Disturbed-. 23,222 Crippled and Other Health Impaired- 11,751 Visually Handicapped-9,459. The average per pupil expenditure was 492.

Ongoing and Planned Evaluation Studies:

An impact evaluation of this program is currently underway in a sample of 25 States and approximately 900 institutions. The objectives of this study are (a) to assess the impact of the program and (b) to determine if the impact can be increased. Actual impact on schools will be measured in Phase II of this evaluation.

Source of Evaluation Data:

1. Bureau of the Education of the Handicapped programmatic information.

2. Evaluation of Education Programs in State-operated and State-supported Schools for Handicapped Children by Exotech Systems, Inc., Gaithersburg, Maryland. The Phase II activities are presently being completed by USOE, OPBE and the estimated completion date is Spring 1976.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Regional Resource Centers

Legislation:

P.L. 91-230, Title VI, Part C-
Centers and Services to Meet Special
Needs of te Handicappe, Sec. 621;

Expiration Date:

September 30, 1977

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1966		
	1967		
	1968	$ 7,750,000	
	1969	7,750,000	$ 5,000,000
	1970	10,000,000	3,000,000
	1971*		3,550,000
	1972*		3,550,000
	1973*		7,243,000
	1974*		7,243,000
	1975	12,500,000	7,087,000
	1976	18,000,000	10,000,000

Program Goals and Objectives:

As indicated in budget documents, the Regional Resource Centers Program was established in order to encourage the development and application of exemplary appraisal and educational programming for handicapped children. The centers are given the responsibility of developing a national support system in order that State and local agencies may provide needed diagnostic and prescriptive services without the assistance of the Regional Centers. To accomplish the goals and objectives of this program, the Centers use demonstration, dissemination, training, financial assistance, staff expertise, and direct services. The Centers also act as backup agents where State and local agencies have inadequate or nonexistent service programs. Among major activities of the Centers are:

1. Identification of unserved handicapped children;
2. Measurement and diagnosis of handicapped children for the purpose of proper educational placement;

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* Totals of $36,500,000 in 1971, $51,500,000 in 1972, and $66,500,000 in 1973, were authorized for Part C, EHA, which includes early childhood projects, regional resource centers, and deaf-blind centers. The 1973 authorization was extended through 1974 by virtue of the one-year extension contained in GEPA.

3. Development of educational and vocational programs for handicapped children;
4. Provision of technical assistance to relevant personnel, including teachers and parents, in implementing appropriate services for the handicapped learner;
5. Periodic re-examination, re-prescription or case-tracking to validate appropriateness of program placement for children.

Program Operations:

In order to meet the program goals and objectives, grants and contracts are awarded to institutions of higher education, State educational agencies, or combinations ofsuch agencies or institutions. Within particular regions of the United States, grants or contracts may be awarded to one or more local educational agencies. Projects are approved for periods of 36 months. However, awards are made annually, and renewed on the basis of a Center's effectiveness, and the availability of appropriations. Initial awards are made on a competitive basis. The awards are made to pay for all or part of the costs of the establishment and operations of the Regional Centers. According to the original work statement issued by the Bureau of the Education of the Handicapped, 50% of the funds are to be used for rendering direct services and 50% are to be used for developing interstate capacity. The funds alloted to individual Regional Resource Centers range from $294,366 to $889,650 with the total funding for all Centers equaling $7,087,000 in FY 1975.

Program Scope:

In FY 75 there were 13 Regional Resource Centers and a Coordinating Office. The Coordinating Office provides technical assistance to the Regional Centers. Of the 13 Centers, 7 (seven) are multi-state and the remaining 6 (six) are single state. Multi-state centers serve from 4 (four) to 10 (ten) states. Population density is the prime criterion for determining regional location.

Program Effectiveness:

The primary limitations on meeting the stated objectives of this program are: (1) the unavailability of validated best practices of diagnostic procedures, (2) insufficient funds available to State and local educational agencies to develop and implement effective diagnostic, assessment, evaluation and re-evaluation programs and (3) trained diagnosticians and diagnostic teams available in sufficient numbers or with sufficient resources to fully implement the requirements of P.L. 93-380.

Program information indicates that approximately 80,000 handicapped children have received services through this program. Of this number, it is estimated that 500 children have received services directly from the Centers since no other providers of services for these children existed. Additionally, these Centers provided expert advice and technical assistance to State and local officials, teachers and parents; and provided technical assistance in the development of 30 comprehensive state plans for special education.

Approximately 100 state-level personnel received information on exemplary case-finding and identification systems.

Ongoing and Planned Evaluation Studies:

An evaluation of this program is being conducted by Abt Associates of Cambridge, Massachusetts. The Study is titled, "An Assessment of the Centers Supported Under the Education of the Handicapped Act." The expected completion date is October, 1976.

Source of Evaluation Data:

Bureau of Education for the Handicapped program data.

ANNUAL EVALUATION REPORT ON
EDUCATION PROGRAMS

Program Name:

Deaf Blind Centers

Legislation:

P.L. 91-230, Title VI, Part C-
Centers and Services to Meet Special
Needs of the Handicapped, Sec. 622;

Expiration Date:

September 30, 1977

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1968	$ 3,000,000	
	1969	3,000,000	$ 1,000,000
	1970	7,000,000	2,000,000
	1971*		4,500,000
	1972*		7,500,000
	1973*		15,795,000
	1974*		14,055,000
	1975	15,000,000	12,000,000
	1976	20,000,000	16,000,000

Program Goals and Objectives:

According to the statute, the purpose of this program is to provide, through a limited number of model centers for deaf-blind children, a program designed to assist these children in reaching their full potential for communication, to enable such children to participate in society, and to reach self fulfillment. This is accomplished by working with these children as early in life as feasible, bringing to bear those specialized, intensive professional and allied services, methods and aids that are found to be effective for this purpose.

Program Operation:

Grants or contracts are made with public or nonprofit private agencies, organizations, or institutions to pay for all or part of the cost of establishing residential facilities and for the operation of centers for deaf-blind children. The determination whether or not to make a grant or contract for this purpose is based on the availability of existing services and the assurance that a center can provide:

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* Totals of $36,500,000 in 1971, $51,500,000 in 1972, and $66,500,000 in 1973, were authorized for Part C, EHA, which includes early childhood projects, regional resource centers, and deaf-blind centers. The 1973 authorization was extended through 1974 by virtue of the one-year extension contained in GEPA.

1. comprehensive diagnostic and evaluative services for deaf-blind children;

2. a program for the adjustment, orientation, and education of deaf-blind children which integrates all the professional and allied services necessary for these children;

3. effective consultative services to parents, teachers, and others who play a role in the education of these children.

These services may be provided to deaf-blind children (and where applicable, to other persons) whether or not they reside in the center, may take place at locations other than the center, and may include transportation of children, attendant, and/or parents.

Program Scope:

It has been estimated that approximately 50% of the funding for deaf-blind programs come from State and local government. In FY '75 there were 10 Centers serving deaf-blind children. Of these 10 centers only one is a Single State Center with an appropriation of $633,968. The largest appropriation, $1,925,000, is for the Center serving New York, New Jersey, Pennsylvania, Delaware, Puerto Rico and the Virgin Islands. The services are rendered through the Centers and through 250 subcontractors, and include full-time educational services, part-time counseling, inservice training for personnel and parents, and other supportative services.

According to program data, of the estimated 5,000 to 7,000 deaf-blind children, 5,052 have been identified. Of the identified children, 1,952 are receiving no educational services. An additional 300 deaf-blind children now receiving part-time educational services are in need of full-time educational programs. Average per pupil cost for full-time educational programs is $3,759 and only 2,800 children are receiving full-time educational programs. Part-time per pupil cost averages approximately $1,000.

Program Effectiveness and Progress:

Information provided by the program suggests that the major drawback in reaching the program's goals is the acute shortage of trained teacher and teacher-aid personnel. It is estimated that an additional 500 to 600 teachers are needed to meet the needs of the known population of deaf-blind children, whereas current training programs are producing 40 to 50 qualified teachers yearly. Another limiting factor is the inadequacy of facilities; though facilities are available, many need to be modified or renovated to benefit these children. The program staff indicates that an additional deterrent toward program success is the lack of availability of instructional materials and technology.

Program monitoring information indicates that the Centers have been successful in terms of reaching increasing numbers of deaf-blind children. In FY 75 the program served 3,800 children (2,800 on a full-time basis, 300 part-time and 700 received diagnostic and evaluative services). This is an increase over the 3,461 children served in FY '74 and represents a rapid growth from the 1969-1970 school year, when coordination existed among only 6 agencies, and 100 children were served.

Despite this evidence of growth, considerable regional variation exists in amount and quality of service provided. The Bureau is currently reviewing the centers in preparation for establishing basic minimum standards of service for the entire program.

Ongoing and Planned Evaluation Studies:

A contract has been let to Abt Associates, Inc., Cambridge, Massachusetts for the purpose of assessing the resources avaialble for severely handicapped children. The study will evaluate adequacy of services for a national sample of 100 projects for institutions which provide services to deaf-blind, severely mentally retarded, severely emotionally disturbed, and multiple handicapped children and youth. The study should be completed in FY 76.

Source of Evaluation Data:

Bureau of the Education of the Handicapped Operational Data

Assessment of Available Resources for Services to Severely Handicapped Children, Abt Associates, Inc. (estimated completion date: February, 1976)

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Early Childhood Education

Legislation:

P.L. 91-230, Title VI, Part C-
Centers and Services to Meet Special
Needs of the Handicapped, Sec. 623

Expiration Date:

September 30, 1977

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1969	$ 1,000,000	$ 945,000
	1970	10,000,000	4,000,000
	1971*		7,000,000
	1972*		7,500,000
	1973*		12,000,000
	1974*		12,000,000
	1975	25,500,000	14,000,000
	1976	36,000,000	22,000,000

Program Goals and Objectives:

According to budget documents and Statute, this program was designed to build the capacity of State and local educational agencies and to provide comprehensive services for handicapped preschool children (birth through 8 years of age). The program supports demonstration and outreach projects in an attempt to accomplish this purpose. The Federal strategy is to work cooperatively with States, through public and private non-profit agencies, to demonstrate a wide range of educational, therapeutic services, and coordinated social services in order to help establish competent State and local programs incorporating the best of validated early educational practices for handicapped youth.

The outreach projects have the objective of assisting other agencies or programs in providing effective programming for young handicapped children. This is accomplished by helping the agencies replicate the project model or major components of it; providing resource assistance to programs wishing to integrate handicapped children; and by training personnel of other agencies or programs.

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* Totals of $36,500,000 in 1971, $51,500,000 in 1972, and $66,500,000 in 1973, were authorized for Part C, EHA, which includes early childhood projects, regional resource centers, and deaf-blind centers. The 1973 authorization was extended through 1974 by virtue of the one-year estension contained in GEPA.

Program Operations:

This program authorized under Part C, Sec. 623 of the Education of the Handicapped Act provides grants and contracts annually on the basis of national competition; each model demonstration is approved for a three year period, but receives second and third year funding on the basis of successful performance and availability of funds. Projects which have successfully completed the demonstration phase; i.e., proven their success and secured assurance that the basic project will be continued from State, local, private or other funds, become eligible to apply for outreach funding. Each of the demonstration models developed under this program has the responsibility of including the following components:

a) meeting the needs of parents and family members for counseling and emotional support, information, opportunity for observation, practice, home carry-over and involvement in project planning and evaluation;

b) devloping and demonstrating procedures for assessment of child progress and program evaluation;

c) provision of inservice training to increase volunteer, paraprofessional and professional staff effectiveness;

d) coordination with other agencies, especially the public school; and

e) dissemination of information to professionals and to the general public, concerning comprehensive programming for young children with handicaps.

Program Scope:

According to program data, approximately 1,000,000 pre-school children (0-8 years of age) have handicapping conditions. Approximately 30% of these children are being served in varying degrees through demonstration and outreach projects, Head Start and day care programs, public education day programs and through State supported activities.

In the school year 1974-1975 there existed 104 demonstration projects and 51 outreach projects. Approximately 152 grants were awarded during FY '75 excluding those for technical assistance and the 7 early childhood projects that come under the "Severely Handicapped Projects." Since 1969, 45 States have been funded to operate model demonstration centers. In FY 75 projects funded were: 25 first year projects with total appropriations of 1,568.429; 72 second year projects with appropriations of 7,034,736; 2 (two) third year projects with appropriations of 272,289; 56 outreach projects with appropriations of 4,235,277; and technical assistance programs with appropriations of 400,000. Additionally funds from this program were used to support seven (7) Early Childhood projects under "Severely Handicapped Projects." Including the funds used to support identification of model projects for validation, the total obligations equalled $13,587,257.

Program Effectiveness and Progress:

Program information, based on FY1973 project reports indicates the following measures of effectiveness:

657 children graduated to other programs which previously would not accept them;

513 children were placed in special education classes;

886 children progressed sufficiently to be approved for enrollment in regular kindergarten or day care programs;

214 projects replicated complete models of early childhood programs;

280 projects replicated components of model programs.

The implications of these data are that the program has been effective in increasing services provided to young handicapped children.

FY '75 program data of the direct impact through the demonstration and outreach activities are as follows:

Children receiving services through demonstration projects	9,936
Parents served through demonstration outputs	17,907
Personnel trained through demonstration outputs	39,023
Number of children in replication projects	33,394
Number of replication projects/components	899

Ongoing and Planned Evaluation Studies:

A formal evaluation study began in September, 1973, and will be completed in March , 1976. It will assess children's performances, project services, and program costs for a sample of third and fourth year projects.

Sources of Evaluation Data:

Bureau of Education for the Handicapped

Evaluation of the Handicapped Children's Early Education Program, Battelle Memorial Institute. (estimated completion date: March 1976)

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Special Education Manpower Development

Legislation:	Expiration Date:
P.L. 91-230, Title VI, Part D-Training Personnel for the Education of the Handicapped, Sec. 631-2 and Sec. 634	September 30, 1977

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1966	$ 19,500,000	$ 19,500,000
	1967	29,500,000	24,500,000
	1968	34,000,000	24,500,000
	1969	37,500,000	29,700,000
	1970	55,000,000	35,000,000
	1971*		31,900,000
	1972*		33,945,000
	1973*		38,960,000
	1974*		39,615,000
	1975	45,000,000	37,700,000
	1976	52,000,000	40,375,000

Program Goals and Objectives:

According to budget documents the objective of this program is to ensure an adequate supply of educational personnel competent to deal with the special educational problems of the handicapped. This program provides financial assistance for the training of teachers, supervisors, administrators, researchers, teacher educators, speech correctionists, and other special services personnel such as specialists in physical education and recreation, music therapy, and paraprofessionals. Not only do the persons trained under this program provide direct services, but they are also involved with the preparation of other educators and specialists.

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* A total of $69,500,000 in 1971, $87,000,000 in 1972, and $103,500,000 in 1973 was authorized for Parts D, EHA. The 1973 authorization was extended through 1974 by virtue of the one-year extension contained in GEPA.

Program Operations:

In order to accomplish the objectives of this program, the program awards grants to institutions of higher education, State education agencies, and other appropriate nonprofit agencies. Grantees are placed under a block grant system. The block grant system allows greater flexibility in the use of Federal funds than was possible under the previous system of allocating fixed support grants to a fixed stipend level. Thus the new system allows for funding allocations based on various priorities of differential needs such as: stipends, faculty salaries, or curriculum development. All awards are made on a 12 month basis and the program is forward funded with the minimum award being $1,000 and the average award approximately $70,000.

Program Scope:

In fiscal year 1975 (covering academic year 1975-1976) assistance was provided to an estimated 25,220 students in approximately 566 projects. Of the estimated 25,220 students assisted through this program, 5,866 were assisted in academic year training programs, 1,154 by instructional models, 3,000 through regular educational programs, 15,000 through continuing educational activities, and 200 through programs for paraprofessionals.

Through these 566 projects the following activities were initiated or continued:

1) attention focused on the educational personnel needs of severely handicapped children;

2) training of minority group specialists to serve the educational needs of minority group handicapped children;

3) early childhood training;

4) paraprofessional training;

5) training of regular classroom teachers to meet the needs of handicapped children in regular classroom situations.

Program Effectiveness and Progress:

Program staff estimates that in order for the educational system to meet its full service need commitment of 500,000 teachers, an additional 260,000 specially trained teachers are needed.

A formal evaluation of the Manpower Development program was conducted during 1971-72. The data suggested that Title VI-D support was an important factor in attracting and/or retaining about one-third of the student grantees in special education. For the remaining grantees, the financial support tended to facilitate a commitment which had already been made; i.e., it enabled them to receive their degrees sooner, or to obtain certification in "specialty areas'. There was no significant difference in the retention rates of special education teachers who had received VI-D grants as students and those who had received other forms of support; i.e., other Federal, State or university grants, stipends, etc.

The data also indicated that recipients of Title VI-D grants were not distributed among specialty areas in proportion to need estimates. Students tended to be overrepresented in the field of sensory disorders and underrepresented in the field of learning disorders. Students were also unevenly distributed with regard to race and sex: they tended to be predominantly white (96%) and female (78%), with males clustering at the higher levels of graduate study.

The evaluation study recommended a heavier investment in SEA programs to retain regular classroom teachers and those special education teachers needing certification. Strategies for improving the distribution of students along dimensions of race, sex and specialty area were also recommended.

Ongoing and Planned Evaluation Studies:

None

Source of Evaluation Data:

An Evaluation of Federal Programs to Increase the Pool of Special Education Teachers; RMC Research Corporation (1973).

Bureau of Education for the Hanidcapped program information

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Recruitment and Information

Legislation:	Expiration Date:
P.L. 91-230, Title VI, Part D- Training Personnel for the Education of the Handicapped. Sec. 633	September 30, 1977

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1966		
	1967		
	1968	$ 1,000,000	
	1969	1,000,000	$ 250,000
	1970	1,000,000	475,000
	1971*		500,000
	1972*		500,000
	1973*		500,000
	1974*		500,000
	1975	500,000	500,000
	1976	500,000	500,000

Program Goals and Objectives:

According to the statute, this program was designed to encourage people to enter the field of special education, to disseminate information and provide referral services for parents of handicapped children, and to assist them in their attempts to locate appropriate diagnostic and educational programs for their children.

Program Operation:

This program operates by providing non-matching grants or contracts to public or nonprofit private agencies, organizations, or institutions with the requirement that such funds be used for:

1) encouraging students and professional personnel to work in various fields of education of handicapped children and youth through developing and distributing imaginative materials to assist in recruiting personnel for such careers, and by publicizing existing forms of financial aid which

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* A total of $69,500,000 in 1971, $87,000,000 in 1972, and $103,500,000 in 1973, was authorized for Part D, EHA. The 1973 authorization was extended through 1974 by virtue of the one-year extension contained in GEPA.

might enable students to pursue such careers, or

2) disseminating information about the programs, services, and resources for the education of handicapped children, or providing referral services to parents, teachers, and other persons especially interested in the handicapped.

Program Scope and Effectiveness:

In FY 1974 funds continued 12 referral centers operating through Health and Welfare Councils, designed to assist parents and other persons in obtaining the most appropriate services for handicapped children. Additionally, regional television and radio campaigns were undertaken in concert with other Department of Health, Education and Welfare activities concerning the handicapped, in a concerted effort to coordinate information systems and to aid regional and State programs in attracting the quality and quantity of teachers required. In FY '74 referral services operated in approximately 100 cities.

In FY '75 approximately 25 referral centers exist (the main center is located in Massachusetts) which disseminate informational services throughout the country. Activities include: 1) providing program information to approximately 50,000 new parents through Closer Look ads and mailing from the Special Education Information Center (SEIC). This newsletter reaches about 150,000 parents on a continuous basis; 2) establishment of a regional replication in the Southwest, which included medical, mental health, social and educational referral and information services; 3) conducted showing on both commercial and public stations of a TV program designed to increase public awareness; and 4) continued to target recruitment information to increase the number of special and regular educators with a particular understanding of the needs of minority and bilingual handicapped children.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

Bureau of Education for the Handicapped

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Innovation and Development

Legislation:	Expiration Date:
P.L. 91-230, Title VI, Part E-Research in the Education of the Handicapped, Sec. 641 & Sec. 642;	September 30, 1977

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1965	$ 2,000,000	$ 2,000,000
	1966	6,000,000	6,000,000
	1967	9,000,000	8,100,000
	1968	12,000,000	11,100,000
	1969	14,000,000	12,800,000
	1970	18,000,000	16,000,000
	1971	27,000,000	15,000,000
	1972	35,500,000	15,455,000
	1973*	45,000,000	9,566,000
	1974*		9,916,000
	1975*	15,000,000	9,341,000
	1976*	20,000,000	11,000,000

Program Goals and Objectives:

According to budget documents the innovation and development activities attempt to improve the effectiveness and efficiency of the educational system and its provisions for handicapped children by: supporting the development and validation of new service models, by packaging that information in usable form, and by systematically assuring that this information is placed in appropriate hands.

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* In April, 1975, litigation was settled which resulted in the release of $12,550,000 appropriated under the 1973 continuing resolution. Of these funds $3,035,897 is being used in the Innovation and Development program during the FY 76, increasing obligations over 1976 appropriations by that amount. All activities with FY 73/76 monies will be of a one year nature and will not be extended beyond FY 76. The 1973 authorization was extended through 1974 by virtue of the one-year extension contained in the General Educational Provisions Act.

Program Operations:

This program addresses the improvement of educational opportunities for handicapped children through support of decision-oriented research and related activities. Support includes grants or contracts for research, surveys, or demonstrations, relating to education of handicapped children. Additionally, grants are made for similar activities relating to physical education or recreation for handicapped children. Activities are integrated in a planned pattern to support teacher training and the special service functions of the total Federal program for handicapped children.

Grants and/or contracts are made to State or local educational agencies, institutions of higher education and other public or private educational or research agencies andorganizations. These are awarded on the basis of a National competition. Projects are approved for periods ranging from 1 to 5 years; but awards are generally made for one year, with continued funding based on quality performance and availability of appropriations.

Program Scope and Effectiveness:

In 1975, 98 projects were supported; of these 55 were new efforts and 43 were continuations of projects begun in previous years. These projects supported the following types of program activities: programs for crippled and other health impaired children, programs for emotionally disturbed children, hearing impaired children, programs for the mentally retarded; programs for speech impaired, visually impaired, and other programs classified as non-categorical. The largest expenditure was allocated to non-categorical programs. Approximately 55% of the total funds available was used to support research activities and the remaining 45% used to support demonstration and development efforts.

New awards in FY 1975 were distributed as follows: $510,512 for Early Childhood activities, $5,175,475 for Full School activities, $735,417 for Career Education, $771,569 for Severely Handicapped programs, $1,427,141 for Personnel development, $548,751 for Child advocacy programs and $152,871 for multiple objectives.

In the past the Innovation and Development program has been criticized for its lack of clearly defined program goals and objectives, and its selection of particular research projects for funding. However, several changes were implemented in FY 74 in order to improve the effectiveness of this program. Research funds not previously committed for continuation awards were targeted on specific projects solicited by RFP's and specific grant announcements. Projects were selected systematically to fill gaps in the knowledge base. The new targeted program reflected a reassessment and prioritizing of research issues based on the advice of professionals and constituent groups obtained through conferences and panel meetings.

Ongoing and Planned Evaluation:

None

Source of Evaluation Data:

Bureau of the Education of the Handicapped program data

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Media Services and Captioned Films

Legislation:

P.L. 91-230, Title VI, Part F-
Instructional Media for the
Handicapped, Sec. 652 and 653; as
amended by P.L. 93-380, Sec. 620

Expiration Date:

Indefinite

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1966		$ 2,800,000
	1967	$ 3,000,000	2,800,000
	1968	8,000,000	2,800,000
	1969	8,000,000	4,750,000
	1970	10,000,000	6,500,000
	1971	12,500,000	6,000,000
	1972	15,000,000	6,000,000
	1973	20,000,000	13,000,000
	1974	20,000,000	13,000,000
	1975	18,000,000	13,250,000
	1976	22,000,000	16,250,000

Program Goals and Objectives:

As indicated in the statute and budget documents, the purpose of this program is to help provide the handicapped learner with special educational materials. This includes producing and distributing educational media for the use of handicapped persons, their parents, their actual and potential employers, and other persons directly involved in work for the advancement of the handicapped; training persons in the use of educational media for the instruction of the handicapped, and carrying on research in the use of educational media for the handicapped. This latter purpose is being advanced through the operation of a National Center of Media and Materials for the Handicapped, (NCEMMH) and a system of special centers called Area Learning Resource Centers (ALRC's) which focus on demonstration and technical assistance to the States to assist them in utilizing media and materials for the handicapped. An equally important aspect of the program is to promote the general welfare of deaf persons by captioning and distributing motion picture films and other media. The purpose of this program in both cases is to provide maximum access to learning experiences for handicapped children through the development and demonstration of the best available practices, and the efficient management of materials and human resources.

Program Operations:

To accomplish the MSCF projgram objectives, a loan service has been established for captioned films and educational media. The materials are made available in the United States for nonprofit purposes to handicapped persons, parents of handicapped persons, and other persons directly involved in activities for the advancement of the handicapped. Activities permissible for this purpose include: the acquisition of films and other educational media for purchase, lease or gift; acquisition by lease or purchase equipment necessary for the administration of the above. Grants or contracts are provided for the captioning of films and for the distribution of films and other educational media and equipment through State schools for the handicapped and other appropriate agencies which serve as local or regional centers for such distribution. Additionally, these grants or contracts provide for research in the use and production of educational and training films. Provisions are made for the distribution of the materials, for utilizing the services and facilities of other governmental agencies and for accepting gifts, contributions, and voluntary and uncompensated services of individuals and organizations. Projects are approved for periods of up to 36 months, but awards are made annually, with renewals funded on the basis of a project's effectiveness, the replicability of it's elements, and availability of appropriations.

Program Scope and Effectiveness:

In FY '75, the national system provided materials and techniques for educating handicapped children through 13 Area Learning Resource Centers; six of which serve individual states while the remaining seven serve up to ten states. Additionally, there are four special offices, the National Center on Educational Media and Materials for the Handicapped (NCEMMH), and over 300 State and local "associated centers" established with the assistance of the national system. In addition, films distributed to schools and classes for the deaf reached an audience of 3,000,000 people. During this fiscal year the following types of activities were supported under this program.

1) Captioned films

2) Captioned TV & telecommunications

3) Area Learning Resource Centers

4) National Center on Educational Media & Materials

5) National Theatre of the Deaf

6) Recording for the blind and print handicapped

7) Council for Exceptional Children

Program data on the impact of ALRC system indicate that several systems functions had overlapped among the various individual centers (e.g., computer retrieval of materials). Furthermore, these centers did not always have clearly defined spheres of responsibility apart from the Regional Resource Centers which were funded under Title VI-Part C. To make more efficient use of the total system resources, and to centralize the several system functions which had previously overlapped, Congress authorized, under Sec. 653, EHA and OE established a National Center on Educational Media and Materials for the Handicapped.

With regard to the film distribution services, OE has obtained limited cost-effectiveness data. They indicate that the search for new and more economical measures of film delivery has lowered the cost per viewer, and more efficient distribution methods have expeanded the average showing per print per year. Plans are underway to supply training films and other educational media on a no-cost basis to teachers of all handicapped children.

Ongoing and Planned Evaluation:

An evaluation of the impact and needs existing and served by the Area Learning resource Centers is planned for FY '77

Source of Evaluation Data:

Bureau of the Education of the Handicapped program data

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Specific Learning Disabilities

Legislation:	Expiration Date:
P.L. 91-230, Title VI, Part G- Special Program for Children With Specific Learning Disabilities	Spetember 30, 1977

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1966		
	1967		
	1968		
	1969		
	1970	$ 12,000,000	$ 1,000,000
	1971	20,000,000	1,000,000
	1972	31,000,000	2,250,000
	1973	31,000,000	2,750,000
	1974*		3,250,000
	1975	10,000,000	3,250,000
	1976	20,000,000	5,000,000

Program Goals and Objectives:

According to statute this program was designed to stimulate State and local provision of comprehensive identification, diagnostic, prscriptive and educational services for all children with specific learning disabilities. This program supports model programs and supportive technical assistance, research, and training activities. It also provides for early screening programs to identify these children; and for dissemination of information about the learning disabilities programs.

Recognition of this discrete type of handicap has been relatively recent and Federal activities are designed to help define the nature of the disorders, to stimulate adoption of early screening procedures, identify treatment approaches and to stimulate an increased supply of teachers trained to handle the problems of the affected population.

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* The 1973 authorization was extended through 1974 by virtue of the one-year extension contained in the General Education Provisions Act.

Program Operations:

In order to implement this program, which is forward funded, grants and contracts are awarded annually through national competition and are made to institutions of higher education, State and local educational agencies, and other public and private educational research agencies and organizations (grants can be made only to nonprofit agencies or organizations) in order to carry out this program.

To qualify for a grant or contract on offerer must focus his efforts in one or more of the following areas:

1) research and related purposes relating to the education of children with specific learning disabilities; and/or

2) professional or advanced training for educational personnel who are teaching, or preparing to teach, children with these learning disorders; or such training for individuals who are, or are preparing to be, supervisors and teachers of such personnel; and/or

3) development and operation of model centers for the improvement of education of specific learning disabled individuals; Centers are required to provide testing and educational evaluation; develop and conduct model programs; assist appropriate educational agencies, organizations, and institutions in making such programs available to other children with specific learning disorders; and disseminate new methods and techniques to appropriate sources.

Program Scope and Effectiveness:

In FY 75 projects operated in 38 States with FY 74 funds.

Program data indicates that: 7,700 children are being served in 30 projects; 12,000 children are receiving services in replication projects; 7,900 classroom teachers are receiving services through in-service training; 2,500 parents are being provided with materials and information; and 2,500 parents have received counseling.

Ongoing and Planned Evaluation Studies:

A contract to evaluate this program was awarded to American Institute for Research, December, 1975 and is scheduled to be completed in December, 1976.

Source of Evaluation Data:

Bureau of the Education for the Hanidcapped program data.

ANNUAL EVALUATION REPORT ON
EDUCATION PROGRAMS

Program Name:

Regional Vocational, Adult, and Postsecondary Programs

Legislation:	Expiration Date:
P.L. 91-230, Title VI, Part C, as amended by P.L. 93-380 — Regional Education Programs, Section 625	December 30, 1977

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1975	$ 1,000,000	$ 575,000
	1976	Indefinite	2,000,000

Program Goals and Objectives:

The legislation defines the goal of this program as providing vocational, technical, postsecondary, and adult educational opportunities for deaf and other handicapped persons. This program is directed to: 1) career education and the supportive services relative to career placement, and 2) teaching of skills necessary for successful and rewarding functioning in daily life. Programs include preparation for job placement in the white collar, skilled, and unskilled occupational categories.

Program Operations:

Grants or contracts may be awarded to institutions of higher education, including junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies. These grants and contracts are awarded for the development and operation of specially designed or modified programs of vocational, technical, postsecondary, or adult education for deaf or other handicapped persons. Priority consideration is given to:

1) programs serving multi-State regions or large population centers;

2) programs adapting existing programs of vocational, technical, post-secondary, or adult education to the special needs of handicapped persons; and

3) programs designed to serve areas where a need for such services is clearly demonstrated.

Program Scope and Effectiveness:

two of which were

This program was initiated in FY 75; however, it was a continuation and expansion of the work of three demonstration projects, two of which were previously funded by both the Office of Education and the Social and Rehabilitation Service. The 3 (three) projects funded in fiscal year 1975 were:

1) St. Paul Technical Vocational Institute received appropriations of $200,000. According to program data this project has served 480 deaf students from 32 States.

2) Seattle Central Community College received appropriations of $175,000. Program data indicates that in fiscal year 1975, 350 students from 49 States were served by this project.

3) California State University of Northridge received appropriations of $200,000. Approximately 518 students representing 40 States have been served by this project.

Since this program is so new, no data on its effectiveness and/or progress is yet available.

Ongoing and Planned Evaluation:

None

Source of Evaluation Data:

Bureau of the Education of the Handicapped programmatic information.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Severely Handicapped Projects

Legislation:	Expiration Date:
Funds were requested in 1976 under Part C, Section 621; however, the authority used to operate these projects is derived from Section 624 of the same Part. Funding for Section 624 projects may originate in any Section of Part C which has specific authorizations. Prior to 1976, funds from various sources supported these projects.	September 30, 1977

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1974	1/	$ 2,247,000
	1975	2/	2,826,000
	1976	3/	3,250,000

Program Goals and Objectives:

According to budget documents the primary goal of this program is to establish and promote programmatic practices designed to meet the educational and training needs of severely handicapped children. The ultimate goal in the education and training of the handicapped is to enable these children to become as self-sufficient as possible; reducing their need for institutional care and increasing their opportunities for self-development.

The Federal strategy is to eventually cover all States or sparsely populated multi-State regions with demonstrations appropriate to State-wide needs.

1/ Funds in 1974 derived from Part C, Section 621 (Regional Resource Centers), Section 623 (Early Childhood Projects) and Part F (Media Services and Captioned Films). Total authorization for Part C in 1974 was $66,500,000; for Part F, $20,000,000.

2/ Funds in 1975 derived from Part C, Section 621 (Regional Resource Centers) and Section 623 (Early Childhood Projects). Total authorization for both Sections is $38,000,000.

3/ Funds in 1976 derived from Part C, Section 621 (Regional Resource Centers). Authorization of $18,000,000 for that Section in 1976.

Program Operations:

In order to accomplish the objectives of this program, contracts are awarded competitively on a one-year basis, with continuation funding for a second and third year based upon project's effectiveness, replicability, and availability of funds. Eligible contractees are State departments of special education, intermediate or local education agencies, institutions of higher education, and other public or nonprofit private agencies.

Program Scope and Effectiveness:

Program data indicates that approximately 352,142 severely handicapped children are receiving some services from Federal, State and private sources. Program staff estimate that there are 1,405,964 severely handicapped children (ages 0 - 19) in the Nation. Of these children, 460,000 are severely or profoundly mentally retarded; 5,064 are deaf-blind; and 900,000 are seriously emotionally disturbed (autistic and schizophrenic).

In FY 75 the total number of project awards were 17 (seventeen); of these, 7 (seven) were new awards and 10 (ten) were non-competitive continuation awards.

Since this is a new program, authorized for the first time in FY 74, there is insufficient programmatic data available to estimate the effectiveness and progress of this program.

Ongoing and Planned Evaluation Studies:

None

Source of Evaluation Data:

Bureau of the Education of the Handicapped program information.

C. VOCATIONAL AND ADULT EDUCATION PROGRAMS

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Vocational Education - Basic Grants to States

Legislation:	Expiration Date:
Vocational Education Act of 1963, as amended, Part B	Permanent

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION*
	1965	$156,641,000	$156,446,000
	1966	209,741,000	209,741,000
	1967	252,491,000	248,216,000
	1968	252,491,000	249,300,000
	1969	314,500,000	248,316,000
	1970	503,500,000	300,336,000
	1971	602,500,000	315,302,000
	1972	602,500,000	376,682,000
	1973	504,000,000	376,682,000
	1974	504,000,000	405,347,000
	1975	504,000,000	420,978,000
	1976	504,000,000	415,529,100

Program Goals and Objectives:

Existing legislation authorizes Federal grants to States to assist them to maintain, extend and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State will have ready access to vocational training or retraining which is of high quality.

Proposed new legislation would consolidate present categorical State grant programs and strengthen State and local planning, evaluation, and administration of vocational education programs and services for a more efficient and effective utilization of public and private resources within each State in order to provide each individual the necessary opportunities to develop occupational competence through which he or she can achieve access to and progress in employment: The FY 1977 objectives are to shift Federal support from maintenance of existing vocational education programs to increased support for innovative projects and activities.

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* This does not include the permanent authorization of $7.1 million apportioned to the States each year under the Smith-Hughes Act.

Funds for vocational education will be requested in 1977 under new legislation which proposes to shift Federal assistance for vocational education substantially from general support services to innovative projects. For the first time vocational education is being requested on an advance funded basis. This will enable States and local school officials to plan more efficiently and effectively by knowing in advance of the school year what Federal assistance will be available.

Program Operation:

Formula grants are made to the States to assist them in conducting vocational education programs for persons of all ages with the objective of insuring that vocational education and training programs are available to all individuals who desire and need such education and training for gainful employment. States are required to set aside 15 percent for vocational education for the disadvantaged; 15 percent for post-secondary programs; and 10 percent for vocational education for the handicapped. Funds may be used for the construction of area vocational education facilities. States are required to match one dollar for every Federal dollar.

Under the provisions of P.L. 93-318, the definition of vocational and technical education has been expanded to include industrial arts education and the training of volunteer firemen.

Program Scope:

In fiscal year 1974, the States reported that 13,555,639 students were enrolled in vocational education classes. Of these, 8,433,750 were secondary students; 1,572,779, postsecondary and 3,549,110 were adult.

Enrollments of disadvantaged and handicapped students were as follows:

Disadvantaged:

Secondary:	1,167,819
Postsecondary:	162,451
Adult:	281,890
Total:	1,612,160

Handicapped:

Secondary:	182,009
Postsecondary:	31,193
Adult:	20,913
Total:	234,115

Enrollments for all categories increased for FY 1974 over FY 1973, primarily because State and local expenditures were reported as $414 million over the previous year.

Program data at the Federal level are generally limited to enrollment and expenditure data from required State plans and annual reports submitted by State education agencies. They are often incomplete. GAO program monitoring and evaluation studies document the difficulties of the data. There is no established procedures for the development of response material for specific data requirements which are not included in the basic reporting system. Data are being collected by NCES through studies such as "Survey of Vocational Education Student and Teacher Characteristics in Public School, 1972."

Costs per enrollee, as reported by the States, vary considerably probably because different components are calculated in the reported costs. For example, one State reports $70 per pupil expenditure for secondary students; another $962. Average expenditures as reported by the States are:

Average per enrollee costs:	
Secondary	$261
Postsecondary	624
Adult	73
Disadvantaged	184
Handicapped	336

Program Effectiveness and Progress:

Participation in vocational programs increases earnings, and vocational students do obtain jobs in the same areas as their training, evaluation reports indicate. More information is becoming available about the characteristics and attitudes of vocational students, including their performance and attitude after they leave the program.

Preliminary Analysis of the Follow-up of Class of 1972:

Preliminary data prepared by NCES from the Longitudinal Study of the Class of 1972 provides insights on what happens to vocational students.

Sixty-two percent of those who had been in a vocational-technical program in high school indicated that the specialized training they had received in high school prepared them for immediate employment upon graduation.

Of those who had received specialized training, 63 percent of the Votech students had worked in jobs where they expected to use this training. The corresponding figures for those who had been in academic or general programs were 60 and 53 percent, respectively. Perhaps a better indicator of ability to obtain jobs in areas of specialized training is given by excluding from the analysis persons who never looked for work in the area of their specialized training. When these persons are excluded, the resulting rates of success in obtaining jobs in areas of specialized high school training are about 80 percent for those who had taken Votech or academic programs and 77 percent for those who had taken general programs. Among the Votech areas, the business and office category had the highest success rate (81 percent); the home economics area, the lowest (62 percent).

Those persons who said they had worked in a job where they expected to use their specialized high school training were asked 12 questions related to satisfaction with this training. Those who had been in Votech high school programs tended to have slightly more favorable opinions about their training than those who had been in academic or generalized programs. For example, among the Votech students, 87 percent answered that they considered their training a wise choice, as opposed to about 80 percent of the academic and general students. Only 29 percent of the Votech students replied affirmatively that they could have gotten their job without their training, where as the percentages were 34 and 37 for academic and general students, respectively.

Analysis of Base Year Data of the National Longitudinal Study of the High School Class of 1972:

The analysis is designed to provide a partial evaluation of the effects of major legislation in vocational education. Specifically, the analysis is a reevaluation of the base-year data and is concentrated in three specific areas: (1) determining educational characteristics of students; (2) distinguishing vocational/technical students from others; and (3) identification of student vocational and educational plans and aspirations. Part I, Selected Characteristics of the Class of 1972 of the Final Report has been received by USOE. Parts II and III are to be delivered in January 1975.

Some of the findings from Part I of the Final Report include: The SES level of academic students was appreciably higher than that of general students who had, in turn, a slightly higher SES level than that of vocational technical students. Blacks were found to have markedly lower SES than whites.

An Assessment of Vocational Education Programs for Handicapped Students:

The study reviewed the operation and administration of the Part B setaside for handicapped students in 25 States, selected randomly with a probability proportionate to total enrollments in the 50 States. A total of 92 projects were visited for the project level assessment. A total of 1,000 student and parent interviews was conducted in five of the sample States, 681 with students currently enrolled and 320 with students who had completed projects. A sample of participating and nonparticipating employers were interviewed.

Findings indicate that Part B setaside have resulted in projects which would have never occurred had there been no such legislation. About 93 percent of the funds were used to provide direct services to students. Cost and outcome data were seriously deficient at both the state and local levels. However, according to what little data was available, including results of the student, parent and employer interviews, the program appeared to be working well. Costs per student and completer were not excessive and placement rates ranged from 48 to 60 percent for completers. About 33 percent reenrolled in school, and only about 15 percent of the completers were unemployed.

There is little long-term planning at the State or local level. Planning was limited to review of project proposals and decisions as to which proposals would be funded, generally on the basis of the sizes of school districts and other formulas. Factors which mitigated against planning at the state level were the independence of the local education agencies and the fact that only one person was assigned to administer the setaside program.

At the project level, few examples of individualized instruction were found, except to the extent that "hands on" vocational training was practiced. Although most local administrators indicated that it was the school district policy to integrate the handicapped with regular students, about 70% of the students enrolled were in "special" classes. A constraint to "mainstreaming" as well as the lack of experience in dealing with these populations appeared in the audit and reporting system. States in Region V appeared to be further along in integrating classes.

One of the most often mentioned constraints limiting the expansion of vocational education programs for the handicapped was the reluctance of teachers in regular classes to accept the handicapped, or the inability of teachers to instruct handicapped students.

Two-thirds of the training provided under the setaside programs was nonskills training, that is, training not intended to prepare students to compete in the open labor market in any given skill, craft or trade.

Half of the students enrolled in this type of training were in prevocational training. Others were enrolled in diagnostic centers, mobility training, nongainful home economics, industrial arts, tutoring and sheltered workshop programs. About 12% were trainables. Of those enrolled in skills training, the vast majority were in trade and industrial courses, mainly for men. The range of occupational offerings for women was extremely narrow, being confined mainly to home economics (much of which was not gainful), and health occupations.

In half of the projects included in the project sample, at least some students were referred into work experience programs. Most of the work stations were unskilled work activities and were intended mainly to provide students with "work experience."

Only a few projects received a thorough assessment of the educational needs of the handicapped students referred to the program.

The case study interviews indicated that both students and parents expressed extremely favorable attitudes toward the projects in which they or their children were enrolled.

Participating employers expressed favorable attitudes toward the program. Three out of four participating employers rated the performance of handicapped students and/or completer "as good" or "better than" regular workers in each of the eight performance scales.

Unlike participating employers, nonparticipating employers expressed the belief that it would be necessary to effect radical changes in their working environments if they were to hire the handicapped.

The study also raised questions about combining handicapped and disadvantaged set aside provisions and indicated that there was some evidence that some States may not be expending 10 percent of their basic grants on programs for the handicapped.

What is the Role of Federal Assistance for Vocational Education? Report to Congress by the Comptroller General of the United States:

Although expanded vocational opportunities have been made available for the disadvantaged and handicapped, persons with special needs have not been given high priority, the GAO report says. The report further maintains that vocational education programs are not responsive to changes in the labor market, have shown bias against women and do not provide adequate occupational guidance and job placement assistance. The report is based on a review of programs in seven States.

The report maintains that these States have distributed funds in a variety of ways, many of which do not necessarily result in funds being targeted to geographical areas of need, or providing for the programmatic initiatives called for by law. Some major practices noted were: making funds available to all local education agencies within a State, rather than concentrating funds in selected areas with high needs; making funds available to local agencies without adequately identifying the relative need for the program; and making funds available without considering ability of local agencies to provide their own resources.

Greater attention to systematic, coordinated planning at the national, State and local levels would improve the use of Federal funds, the report suggests. State and local plans reflect compliance rather than planning. Data that would be helpful to planning is unavailable, inadequate or unutilized, the report continues.

Practical Career Guidance, Counseling, and Placement for the Non-College-Bound Student:

This study reviewed data concerned with the practical career guidance and counseling for noncollege-bound students. The report's findings indicate that women, minority, and disadvantaged students have not obtained sufficient occupational information and assistance in relating their abilities and interests to career options. Furthermore, the overall conclusion drawn was that the guidance and counseling personnel resources generally have not been aligned to provide practical career guidance for noncollege-bound students despite national priorities and allocations of funds. Recognizing the need for realignment of the counseling services for the noncollege-bound, the report recommends that 1) guidance and counseling experts provide more specific information and 2) realignment be based on a planning model that includes assessment of the priority of target groups, selection of appropriate stratigies, and evaluation of efforts.

Vocational Education Impact Study:

Findings from the Vocational Impact Study, a three-part study completed in 1972, provides detailed analyses of data from recent studies of vocational students. These data examine the impact of the 1968 amendments and information about the duplication, gaps and coordination of publicly funded skill training programs in 20 cities.

Vocational educators have traditionally measured the succcess of some programs in terms of completions and placement; these data pertain to a very limited indication of program outcomes, limited because earnings and duration of employment were not recorded. Any desired outcomes not associated with employment are particularly hard to measure. Other factors, including how a graduate values leisure, job status and job security would be considered as part of the occupational regard.

During recent years, some studies have examined costs and benefits of vocational training. Because of the inherent difficulties and high costs involved, most were case studies; a few were large scale and national in scope. The latter were primarily longitudinal studies which did not include cost components.

Of all studies analyzed, the National Longitudinal surveys (also called the Parnes study) provides the most recent and probably the most reliable data about vocational education. The Parnes study confirms that enrollees of vocational programs do benefit from vocational training and suggests that the influence of vocational education on earnings is more closely related to changes in labor market conditions than had been thought to be the case before. In periods of low unemployment, vocational students entering the labor market fare better than nonvocational students; however, in high unemployment areas employers have more choices of job candidates and their priorities appear to be 1) the experienced worker and 2) the vocational graduate who has acquired skill training. Unskilled persons are last hired.

Another study, a case study of three cities, shows that high school graduates from vocational curriculum in the instances surveyed experienced 5 to 10 percentage points more time employed during the six-year follow-up period than was the case with the graduates of the academic curriculum who did not attend college.

Impact of 1968 Amendments:

For disadvantaged and handicapped populations, there appears to be no relationship between the degree to which a State expended Federal set-aside funds and the investment of State/local funds for these target groups. Data indicate that these were low priority areas in some States and while most States have a formula for establishing priorities, some did not fully expend the Federal set-aside for these groups, the Vocational Impact Study reports.

However, data indicates that post-secondary programs have a high priority in most States and matching ratios also indicate a much greater State/local effort in this category than required by law. The most rapid growth in vocational enrollments in the past five years has taken place in the postsecondary programs.

A Comparative Study of Proprietary and Non-Proprietary Vocational Training Program:

A study of 51 proprietary and 14 non-proprietary schools in four cities examined student outcomes in four occupational areas; office, health, computer and technical occupations. About 7,000 students and 5,200 alumni were queried.

Findings indicate that 78 percent of the graduates sought training related jobs and three-quarters of these persons found training-related jobs. However, less than 20% of the proprietary alumni and only 13% of the non-proprietary alumni obtained jobs through school placement service, a surprising result especially for proprietary schools, since virtually all offer placement assistance. Most graduates indicated satisfaction with their current job status. Of those alumni currently employed, about 34% of the proprietary and 12% of the non-proprietary group felt that the training was definitely not worth the money.

Cost benefit measures indicate that the investment in vocational training was worthwhile for all occupational groups except the computer trainees in proprietary schools. Non-proprietary school graduates have an advantage over proprietary school graduates in cost-benefit measures and in salary gain comparing before training to the first job in training. However, non-proprietary alumni overall earned less before training than proprietary graduates. Proprietary and non-proprietary schools differ substantially in their operations and program offerings; however, the student enrolled in both types of schools are very similar in terms of background and motivational characteristics. Most are young high school graduates enrolled in full-time programs with a goal of obtaining full-time jobs. A sizeable proportion of the students (30% proprietary and, 42% non-proprietary) belong to minority ethnic groups. Accredited schools and chain schools surveyed are no more effective in placing graduates than non-accredited and non-chain schools. Cities surveyed include: Chicago, Illinois; Atlanta, Georgia; San Francisco, California; and Rochester, New York.

Planned and Ongoing Studies:

Analysis of the First-Year Follow-Up Data of the National Longitudinal Study of the High School Class of 1972:

This study will examine the educational and occupational decisions made by vocational education students, during the period between the Base Year and First-Year Follow-Up Data Collections. The study will examine career and employment patterns in the year immediately following the completion of their secondary education and the factors which affect the career patterns of these youth. Several analyses will be performed to explain the causal relationship, if any, between their career decisions and hereditary and environmental variables (race, sex, school location, SES, etc.) These analyses will be compared with data for both academic and general curriculum students to determine the differential effects or impacts of the different educational experiences.

An Assessment of the Vocational Education Programs for Disadvantaged Students:

This study will provide information about the planning, administration and evaluation of programs for the disadvantaged and special target populations at the State level. Administrative and organizational designs of vocational programs serving these students at the school or project level will also be reviewed. The study will examine the extent to which work experience components are present in programs for these populations, the quality of the work stations, and the necessary conditions under which expansion is possible.

Sources of Evaluation Data:

An Assessment of Vocational Education Programs for the Handicapped Under Part B of the 1968 Amendments to the Vocational Education Act. Olympus Research Corporation, October 1974.

A Vocational Re-Evaluation of the Base Year Survey of the High School Class of 1972, (Part I: Selected Characteristics of the Class of 1972). Educational Testing Service, October 1974.

National Longitudinal Study of the High School Class of 1972. Educational Testing Service, June 1973. (Study under auspices of NCES)

Major City Secondary Education Systems: Class of 1970 Follow-up Survey of Vocational Program Graduates. Educational Systems Research Institute, December 1972.

Practical Career Guidance, Counseling and Placement for the Noncollege-Bound Students. American Institutes for Research, June 1973.

The Vocational Impact Study: Policy Issues and Analytical Problems in Evaluating Vocational Education: A Study of the State Grant Mechanism; and A Study of Duplication, Gaps, and Coordination of Publicly Funded Skill Training Programs in 20 Cities. National Planning Association, October 1972.

A Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs. American Institutes for Research, November 1972.

National Longitudinal Surveys. Survey of Work Experience of Males, 14-24, 1966, and Survey of Work Experience of Young Men, 1968, Center for Human Resources Research, Ohio State University, and U.S. Department of Commerce Bureau of Census, 1966 and 1968, often referred to as the Parnes Study.

A Cost Effectiveness of Vocational and Technical Education. Center for Vocational and Technical Education, University of Wisconsin, 1971.

Trends in Vocational Education, USOE, June 1970.

Annual State Vocational Education, Reports

Reports from State Advisory Committees

Reports from the National Advisory Committee

What is the Role of Federal Assistance for Vocational Education? Report to Congress by the Comptroller General of the United States. December 31, 1974.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Vocational Education - Program for Students with Special Needs

Legislation:	**Expiration Date:**
Vocational Education Act of 1963 as amended 1968, Part A, Section 102 (b)	June 30, 1976

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1969	$ 40,000,000	-0-
	1970	40,000,000	$ 20,000,000
	1971	50,000,000	20,000,000
	1972	60,000,000	20,000,000
	1973	60,000,000	20,000,000
	1974	60,000,000	20,000,000
	1975	60,000,000	20,000,000
	1976	60,000,000	20,000,000

Program Goals and Objectives:

Under Section 102(b) of Part A of the Vocational Education Act, as amended in 1968, funds are provided to assist the States in providing support for programs and services for persons (other than handicapped persons) who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program.

Program Operation:

Grants are allocated to the States by formula, with no matching required, to assist in providing support for programs and services for persons who are unable to succeed in regular vocational programs because of poor academic background, lack of motivation, and/or depressing environmental factors. Programs are concentrated within the States in communities where there is high incidence of youth unemployment and high school dropouts. Special services and programs are provided these youth and adults to encourage them to stay in school to acquire the academic and occupational skills needed for successful employment or to continue to pursue their career preparation.

Special services provide specially trained teachers in remedial and bilingual specialties, staff aides, additional counseling services, facilities accessible to a high concentration of these students, and instructional materials and equipment best suited to their needs and abilities.

Some of the areas where these funds have been expended are those where English is a second language, rural depressed communities, low-cost housing developments in the inner city, correctional institutions, and off-reservation locations with a predominance of American Indians.

Program Scope:

In FY 1975, an estimated 201,000 students received services and/or programs funded by this authority.

Program Effectiveness and Progress:

State reports do not describe the kinds of services available, the effectiveness of such services in improving student retention and completion in occupational training programs or other impact data.

The target population for this program is the same as that of the Part B setaside for disadvantaged students; however, some States use this money for populations they ordinarily do not serve such as those in correctional programs and school dropouts.

Proposed new legislation provides for continued services and programs for the disadvantaged students. Consolidation of categorical State grant programs such as Section 102(b) is proposed. The FY 1977 objective is to shift Federal support from maintenance of existing vocational education programs to increased support for innovative projects and activities.

Ongoing and Planned Evaluation Studies:

The "Assessment of Vocational Education Students for Disadvantaged Students" described under Part B of this report includes the Special Needs program funded under this authority as within the scope of work.

Sources of Evaluation Data:

Annual State Vocational Education Reports

State Advisory Committee Reports

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Vocational Education-Research and Training

Legislation:

Vocational Education Act of 1963
as amended 1968, Part C

Expiration Date:

None

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1965	$ 11,850,000	$ 11,850,000
	1966	17,750,000	17,750,000
	1967	22,500,000	10,000,000
	1968	22,500,000	13,550,000
	1969	35,500,000	11,550,000
	1970	56,000,000	1,100,000
	1971	67,500,000	35,750,000
	1972	67,500,000	18,000,000
	1973	67,500,000	18,000,000
	1974	67,500,000	18,000,000
	1975	67,500,000	18,000,000
	1976	67,500,000	18,000,000

Program Goals and Objectives:

The legislation specifies two sets of purposes; those for the funds administered by State Boards of Vocational Education and for those administered by the Commissioner. The Part C funds administered by the State Boards are to be used for research; for training programs to familiarize personnel with research results and products; for developmental, experimental, or pilot programs designed to meet the special vocational needs of youth; especially the disadvantaged; for demonstration and dissemination projects; and for establishing and operating State Research Coordinating Units (RCU's).

The funds administered by the Commissioner are to be used for somewhat different purposes: research, training programs to familiarize vocational educators with research projects and successful demonstration projects; projects designed to test the effectiveness of research findings; demonstration and dissemination projects; development of new curricula; and identification, development and evaluation of training programs for new careers and occupations.

The program has defined five priority areas on which the Commissioner's portion of Part C funds should be focused. These areas are: (1) Administration of Vocational Education at the State level, (2) Administration of Vocational Education at the local level, (3) Comprehensive Systems of Guidance, Counseling, Placement, and Follow-Through Services, (4) Educational Personnel Serving the Educationally disadvantaged, Handicapped, and Minorities, and (5) Curriculum, Demonstration, and Installation Studies.

Program Operations:

Half of the appropriated funds are allocated to the States on a formula basis. The State Boards utilize these funds, in accordance with their State Plans, to award grants and contracts to institutions of higher education, local education agencies, and other public or private agencies and institutions. In addition the States may pay for up to 75% of the costs of State RCU's. The remaining 50% of the appropriation is utilized by the Commissioner for grants and contracts. Awards are usually made on a competitive basis to the same types of institutions and agencies as listed above.

Program Scope and Effectiveness:

During FY 75, 94 projects were funded with the Commissioner's funds. In addition, State funds supported approximately 400 grants in the following areas: career education, problems of disadvantaged students, cost-effectiveness and cost-benefits of programs and services, improvement of State and local administration of vocational education, program and system evaluation, new and emerging occupational areas, vocational guidance, follow-up studies of graduates, and employment needs of specific communities. The RCUs administered the States' vocational research programs and disseminated research findings to administrators, teachers and counselors, and teacher educators. Many RCU's now operate extensive information retrieval and dissemination systems linked to and based on the ERIC system. Other RCU functions include: coordinating Statewide and local evaluation studies, assisting in State planning efforts, and coordinating State-administered Exemplary Projects under Part D of the Vocational Education Act.

This program has received the same level of funding for the four years ending in FY 75. Because of this, the scope of program effort has remained the same with only minor fluctuations in the numbers of projects funded by the Commissioner and by the State Boards.

Ongoing and Planned Evaluation Studies:

The Office of Education is supporting the National Academy of Science to perform a comprehensive study of the planning, management, and impact of the Federal vocational education research programs since their inception in 1965. The study is planned for completion in the latter part of Fiscal 1976.

Sourcesof Evaluation Data:

Bureau of Occupational and Adult Education program information.

ANNUAL EVALUATION REPORT ON
EDUCATION PROGRAMS

Program Name:

Vocational Education -- Exemplary Programs

Legislation:	Expiration Date:
Vocational Education Act of 1963, Part D, as amended	June 30, 1976

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1969	$ 15,000,000	$ -0-
	1970	57,500,000	13,000,000
	1971	75,000,000	16,000,000
	1972	75,000,000	16,000,000
	1973	75,000,000	16,000,000
	1974	75,000,000	16,000,000
	1975	75,000,000	16,000,000
	1976	75,000,000	16,000,000

Program Goals and Objectives:

The legislative intent for this program is to reduce the continuing high level of youth unemployment. The Act further specifies program purpose as that of stimulating new ways of creating bridges between school and employment for young people, who: (a) are still in school, (b) have left school either by graduation or by dropping out, or (c) are in postsecondary programs of vocational preparation. Additional purposes are the promotion of cooperation between public education and manpower agencies and the broadening of occupational aspirations and opportunities for young people, especially those who have academic, socio-economic, or other handicaps.

Program regulations, policy papers, and guidelines have further defined this program so that the Federally-administered, discretionary projects have been major contributors to the National thrust in career education. The career education techniques and instructional materials emerging from the first three-year cycle of Part D discretionary projects provide input to the design and development of the National Institute of Education's School-Based Career Education Model. The same techniques and materials are intended to provide input to pilot career education projects supported with discretionary funds from Part C of the Vocational Education Act. In addition, these Part D projects serve as demonstration sites within each State, and are to provide operational examples of career education functioning in local settings.

In a number of States, such as Pennsylvania, Kentucky, Georgia, Mississippi, Wyoming, and Oregon, a systematic, Statewide plan has already been formulated for the development and diffusion of career education. These plans provide for coordination through the State Research Coordination Unit (RCU), which is supported under Part C of the Vocational Education Act. These Statewide plans generally use the discretionary Part D project as a focal point for career education model-building. The plan then involves diffusion of tested career-education components to other school districts throughout the State, utilizing State-administered Part D and Part C funds as well as funds from other sources (such as the Appalachian Regional Commission) to assist school districts in adapting and implementing the career education programs.

Program Operations:

Fifty percent of the appropriation is reserved by the U.S. Commissioner of Education for discretionary grants or contracts to support projects carried out in the States. The remaining 50 percent is allocated to the State Boards for Vocational Education for use in the same manner. Funds reserved by the Commissioner are available until expended and funds alloted to State Boards are available for two fiscal years.

The Federally-administered discretionary projects are distributed geographically across the States, as required by law, with at least one project in operation in each State. The typical project is funded at a level of about $130,000 per year for a three-year period, with the exact amount determined by formula. The funds appropriated in fiscal years 1970, 1971, and 1972 supported the first three-year cycle of projects, most of which began in the Spring of 1970 and ended in the Spring of 1973. A second major three-year cycle began in 1973 and will complete their work with 1975 funding.

Program Scope:

Federally-administered, FY 1975 funds were used to continue 50 projects into their third year of operation, 5 projects into their second year and to initiate 11 new projects in the States and Territories of California, Massachusetts, Michigan, New Jersey, New York, Vermont, the Trust Territories and the Virgin Islands. In recognition of the passage of legislation and an appropriation specifically for comprehensive career education, the 1975 Federally-administered Part D Program was designed to focus on the secondary level where it was felt that prior Part D projects had achieved limited impact.

State-administered FY 1975 funds were used to initiate or continue about 400 projects. While statistical information is not available, it can be estimated that about 50 percent of the projects were once again focused on career education.

Program Effectiveness and Progress:

An evaluation of the projects funded in the first three-year cycle was completed in FY 75. The basic rationale of the study was that an evaluation of the first three-year projects would lead to improved implementation of the program during subsequent years and would help local districts to replicate successful activities. Since the Part D effort was closely associated with early efforts in career education, it was also expected that the information obtained would assist in further defining and operationalizing this concept. The findings of this study indicated that the program had not had the desired impact. In general, the negative findings were attributed to a lack of clearly-defined objectives, definitions, managerial requirements, and procedures at both the Federal and local levels. To correct these problems, a number of steps have been initiated by program managers. These include a redefinition of criteria for selection of new grantees, increased monitoring of project activities including technical assistance to improve project management practices, and the development of evaluation methods with which project directors (grantees) can assess their own activities.

The evaluation methods are now reported to local project directors who were asked to use the Handbook for the Evaluation of Career Education programs to improve their evaluations beginning in 1974. Annual interim reports now being received by the U.S. Office of Education reflect a large measure of improvement in evaluation quality over the reports received in previous years.

Ongoing and Planned Evaluation Studies:

None is planned at the present time.

Sources of Evaluation Data:

An Evaluation of Vocational Exemplary Projects, Washington, D.C.: Development Associates, Inc., 1975.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Vocational Education - Consumer and Homemaking Education

Legislation:

Vocational Education Act of 1963,
as amended in 1968, Part F, Consumer and
Homemaking Education

Expiration Date:

June 30, 1976

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1965		
	1966		
	1967		
	1968		
	1969		
	1970	$ 25,000,000	$ 15,000,000
	1971	35,000,000	21,250,000
	1972	50,000,000	25,625,000
	1973	50,000,000	25,625,000
	1974	50,000,000	30,994,000
	1975	50,000,000	35,994,000
	1976	50,000,000	40,994,000

Program Goals and Objectives:

The Vocational Education Act of 1963 and Part F of the Vocational Amendments of 1968 provide formula grants to States for programs in Consumer and Homemaking Education. The grants to States are to assist them in the following legislative mandated purposes:

> (1) education programs which (a) encourage home economics to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas, (b) encourage preparation for professional leadership, (c) are designed to prepare youths and adults for the role of homemaker, or to contribute to the employability of such youths and adults in the dual role of homemaker and wage earner, (d) include consumer education programs including promotion of nutritional knowledge and food use and the understanding of the economic aspects of food use and purchase, and (e) are designed for persons who have entered, or are preparing to enter, the work of the home, and (2) ancillary services, activities and other means of assuring quality in all homemaking education programs, such as teacher training and supervision, curriculum development research, program evaluation, special demonstration and experimental programs, development of instructional materials, provision of equipment, and State administration and leadership.

Program Operation:

During FY 1975, an estimated 3,465,000 students participated in programs funded under Part F. Of these, an estimated 2,700,000 were secondary students; 30,000 were postsecondary; and 735,000 were adults.

Under formula grants, the States must use at least one-third of the Federal funds allocated for programs in economically depressed areas with high rates of unemployment where matching is 90 percent Federal and 10 percent State and/or local.

Program Effectiveness and Progress:

Evidence of effectiveness of consumer and homemaking education is difficult to quantify and changes in attitudes and habits do not result over a short period of time.

States report expansion of programs and increased programming for consumer education, food and nutrition, child development and growth of enrollments in depressed areas.

New legislation proposals call for a consolidation of categorial State grant programs, including Part F. The FY 1977 objective is to shift Federal support from maintenance of existing vocational education programs to increased support for innovative projects and activities.

Ongoing and Planned Studies:

None

Sources of Evaluation Data:

Annual State Vocational Education Reports

Descriptive Reports submitted by State Departments of Education, State Supervisors of Home Economics

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Vocational Education - Cooperative Vocational Education Programs

Legislation:	Expiration Date:
VEA of 1963, as amended 1968, Part G	June 30, 1976

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1965		
	1966		
	1967		
	1968		
	1969	$20,000,000	-0-
	1970	35,000,000	$14,000,000
	1971	50,000,000	18,500,000
	1972	75,000,000	19,500,000
	1973	75,000,000	19,500,000
	1974	75,000,000	19,500,000
	1975	75,000,000	19,500,000
	1976	75,000,000	19,500,000

Program Goals and Objectives:

The 1968 Amendments to the Vocational Education Act provide funds, under Part G, to assist States in expanding cooperative work-study programs by providing financial assistance for personnel to coordinate such programs, to provide instruction related to the work experience; to reimburse employers when necessary for certain added costs incurred in providing on-the-job training through work experience; to pay costs for services such as transportation of students or other unusual costs that the individual students may not reasonably be expected to assume while pursuing a cooperative program.

Program Operations:

Formula grants are made to the States to support cooperative education programs which involve arrangement between schools and employers, enabling students to receive vocational instruction in the school and related on-the-job training through part-time employment. Priority is given to areas where there is high incidence of student dropouts and youth unemployment. Students must be at least 14 years old and are paid by the employer either a minimum wage or a student-learner rate established by the Department of Labor. Federal funds may be used for all or part of a States expenditure for programs authorized and approved under State Plan provisions.

Part G, cooperative vocational education programs, have extended the range of occupations for which training can be offered, to such areas as marketing and distribution, business and office, trade and industrial, and health occupations. In addition, there was an emphasis on developing cooperative education programs for small communities which cut across several occupational fields in one program setting. Students could prepare for specific areas of gainful employment which were not available previously because of insufficient enrollment or lack of facilities to support specialized vocational programs. Most of the new programs were developed in areas with high rates of school dropouts and youth unemployment.

Program Scope:

During FY 1975, an estimated 160,000 students were enrolled in cooperative programs under Part G. Of these, an estimated 140,000 were secondary students and 20,000 were postsecondary students. In addition States fund cooperative education programs under the Part B basic grant programs. For example, during the last reporting date for which States have cited actual enrollments, FY 1974, a total of 605,140 cooperative enrollees were reported Of these 145,342 were in programs funded under part G.

Program Effectiveness and Progress:

Cooperative Education programs are effective in providing students with work experience in jobs which are related to their occupational training programs. While cooperative programs have been expanding in almost all States since the enactment of the 1968 amendments, only a small percentage of vocational students have access to such programs.

New legislative proposals call for a consolidation of categorial State grant programs, including Part G. The FY 1977 objective is to shift Federal support from maintenance of existing vocational education programs to increased support for innovative projects and activities.

The "Assessment of School-Supervised Work Education Programs", completed in 1973, examined the different configurations of work education programs to determine the degree to which different types of programs are meeting their intended objectives and to suggest ways in which different programs might be modified or expanded. A stratified random sample of 50 work education sites was drawn from 500 representative programs using three variables as the basis for the stratification. The 50 were distributed as follows on the basis of those variables determined as most relevant:

Education level: Secondary (36), postsecondary (14)

Primary purpose: Specific occupational training (30*), dropout prevention (14), career exploration (6)

Industrial setting: Farming region (15), bedroom community (11), single industry area (9), major industrial/business career (15)

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* Specific occupational training programs are generally those funded under Part G. Findings relating to Work Study (or Dropout prevention) programs funded under Part H of the 1968 Amendments.

According to the study findings, cooperative education programs appear to be generating the most enthusiam among students, employers, and school officials because they meet the expressed needs and objectives of all groups. Students feel that cooperative education programs are providing them with valuable job training. Employers feel that they are getting their money's worth from student workers and are contributing to their profession. School administrators and teachers are satisfied with the learning experiences and job placements after the training period.

Cooperative education programs are more likely than other types of programs to: (1) provide students with job-related instruction in school; (2) provide job placement services and have a high rate of job-related placements; (3) help students decide on an occupation; and (4) provide students with jobs that fit into their career plans, offering a high level of responsibility and a high degree of satisfaction.

But there are some negative findings compared with other types of programs. Cooperative programs are (1) more apt to discriminate against students on the basis of student attitude; (2) less effective in reducing student absenteeism; (3) more apt to interfere with student's other activities in school and out; (4) more apt to segregate job placements by sex, and (5) more likely to restrict their offerings to students with rather conforming middle-class behaviors.

Employers participating in secondary level work-education programs, regardless of purpose, rated overall program quality significantly higher than did employers participating in postsecondary programs. However, with regard to placements and quality of training, the postsecondary occupational training programs were superior to their secondary counterparts.

The employer ratings of individual work education students proved to be a very significant variable in gaining an understanding of work education programs. For students, a higher rating by the employer was associated with greater job satisfaction, and for employers a higher average rating of his students was associated with a higher rating of overall program quality. Thus, careful matching of students to jobs which meet student career objectives, appears to be one of the most crucial tasks for work education programs, in terms of both student satisfaction and employer acceptance.

Pay factors played an important role in determining the way the employers in the study sample viewed work-education programs. Where students were paid less than regular employees, employers were significantly more likely to rate the program's overall quality as excellent.

From the student's point of view, pay plays a minor and somewhat ambiguous role: students who are paid for their work are slightly, but not statistically significantly more satisfied with their jobs than students who are not paid. But the attitude of those not paid toward school is likely to improve after joining the program.

The industrial/community setting in which the program was located played a minor role regarding characteristics of the various work education programs. Most variations found were expected--for instance, pay rates and the proportion of ethnic minorities involved were higher in urban areas than elsewhere. The one surprising finding was that the level of a student's satisfaction with his job was significantly higher among programs in rural settings than among programs in any of the other three types of settings.

Postsecondary programs are more effective than those at secondary school-level in nearly all aspects; specifically, these programs scored higher on job-related instruction, job-related placements, student follow-up, helping students to decide on an occupation, and providing them with jobs with which they are highly satisfied. Two exceptions were found, however; employers rated secondary students higher than those from postsecondary educational institutions, and secondary students earn slightly more than postsecondary school student workers.

Two components of student satisfaction were considered in this study. First, how do (1) students participating in work education programs, and (2) vocational students who are not participating in work education programs but who are holding jobs compare with respect to (1) their degree of satisfaction with the jobs they held, and (2) improvement in their satisfaction toward school after they joined the work education program or began working. The two student groups differed little in terms of their satisfaction with their jobs. However, satisfaction with school increased to a significantly greater degree among students participating in work education programs than among those working but not involved with the program. The most important influences on the student's job satisfaction were how well he was rated by his employer and the degree to which he felt this job afforded him responsibility.

A high level of job responsibility also had a positive impact in improving a student's attitude toward school. (Other than this, only such non-manipulable background characteristics as ethnicity, sex and age appeared to influence changes in satisfaction with school after a student enrolled in the work education program.)

The study was also concerned with determining to what degree these programs were fostering discriminatory practices. It was found that while no programs would admit to overt discrimination, subtler forms were rather common. Thus, while the majority of the programs were integrated, only 30 percent of the interviewed employers had been assigned students of more than one race. Sexual stereotypes were being fostered in a similar manner with only 30 percent of the employers receiving students of both sexes.

Cost Effectiveness of Selected Cooperative Vocational Programs:

This exploratory study examined data from 11 school districts in 3 States to obtain cost comparisons from cooperative vocational education programs and regular vocational programs.

Effectiveness comparisons were based on standard follow-up information provided by the schools. In addition, a brief survey of employers was conducted, to obtain their attitudes about graduates of cooperative programs versus graduates of non-cooperative programs. Although school data indicated no obvious difference in the work experience of the two groups, the employer survey showed a definite difference. The sample of employers favored graduates of co-op programs (59 percent over those of non co-op), (4 percent non-co-op with 37 percent indicating no difference). School data indicated that the co-op students have little difficulty finding jobs and that a substantial percentage of co-op students (46 percent) were able to continue full-time employment with their co-op employer.

Ongoing and Planned Evaluation Studies:

The second phase of the Assessment of School-Supervised Work Education Programs will provide (1) outcome information for the 1900 students identified as program participants and the non-participant control group, about 18 months after they graduated or left school; (2) an additional sample of 30 case studies which focus on secondary and postsecondary cooperative education programs in urban areas. The first case studies focused on the widest range of programs. Findings are fairly clear as to the success of small cooperative education programs in serving persons from middle-class background and attitudes. They were less conclusive (partially because of the size of the sample), about the viability and the constraints of cooperative education programs in inner city settings, in larger school districts, and those serving large numbers of minority, handicapped or persons with special needs. This second phase is scheduled to be completed in February, 1976.

Sources of Evaluation Data:

An Assessment of School-Supervised Work Education Programs. Systems Development Corporation, October 1973.

Cost Effectiveness of Selected Cooperative Vocational Education Programs as Compared with Vocational Programs without Cooperative component. Battelle Columbus Laboratories, June 1973.

Annual State Vocational Education Reports

State Advisory Committee Reports

ANNUAL EVALUATION REPORT ON
EDUCATION PROGRAMS

Program Name:

Vocational Education - Work Study Programs

Legislation:	Expiration Date:
VEA of 1963, as amended 1968, Part H	June 30, 1976

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1965	$ 30,000,000	$ 5,000,000
	1966	50,000,000	25,000,000
	1967	35,000,000	10,000,000
	1968	35,000,000	10,000,000
	1969	35,000,000	-0-
	1970	35,000,000	4,250,000
	1971	45,000,000	5,500,000
	1972	55,000,000	6,000,000
	1973	55,000,000	6,000,000
	1974	55,000,000	7,849,000
	1975	55,000,000	9,849,000
	1976	55,000,000	9,849,000

Program Goals and Objectives:

As mandated under Part H, a work study program shall be administered by the local education agency and made reasonably available (to the extent of available funds) to all youths in the area served by such agency who are able to meet the following requirements:

(1) youths who have been accepted for enrollment as a full-time student in a vocational education program which meets the standards prescribed by the State Board and the local education agency for vocational education programs assisted under this title, or in the case of a student already enrolled in such a program, is in good standing and in full-time attendance; (2) is in need of the earnings from such employment to commence or continue his vocational education program, and (3) is at least 15 years of age and less than 21 years of age at the commencement of his employment, and is capable, in the opinion of the appropriate school authorities, of maintaining good standing in his vocational education program while employed under the work-study program;

(2) provided that no student shall be employed under such work-study program for more than 15 hours in any week in which classes in which he is enrolled are in session, or for compensation which exceeds $45 in any month or $350 in any academic year or its equivalent, unless the student is attending a school which is not within reasonable

commuting distance from his home, in which case his compensation may not exceed $60 in any month, or $500 in any academic year or its equivalent;

(3) provided that employment under such work-study program shall be for the local education agency or for some other public agency or institution. Agencies must also provide for employment for students other than those funded under this title.

Program Operation:

Formula grants are allocated to the States for work-study programs to assist economically disadvantaged full-time vocational educational students, ages 15-20, to remain in school. The programs provide part-time employment with public employers. Priority is given to areas having high dropout rates and high youth unemployment. Funds are used for the administration of the program and for compensation to students by the local educational agencies or other public agencies or institutions. Funds are allocated on a matching basis -- 80 percent Federal and 20 percent State and local.

Work-study is essentially an income maintenance program for economically deprived youth who are in school. Only about two percent of the Federal funds is used for administration; nearly all funds, about 99 percent, go directly to needy students in the form of wages for a public service job.

The work-study program is in line with the career education objective of preparing every individual with a marketable skill, or for further education. Students provided financial assistance are the economically disadvantaged who are apt to drop out of school before obtaining sufficient job skills for economic dependence.

Program Scope:

During FY 1975 an estimated 47,000 students were employed in part-time jobs and received compensation under Part H. Of these,37, 000 were secondary and 10,000 postsecondary students.

Most of the recipients are secondary students. Since compensation cannot exceed $45 a month; most postsecondary students must look elsewhere for the financial support they need. Typical positions held by work-study students included: food service worker, clerk typist, hospital aide, printing assistance, drafting assistant, furniture repairman, and appliance repairman.

Program Effectiveness and Progress:

Work-study programs appear to meet their basic objective, which is to keep students in school by providing them with financial assistance, according to the "Assessment of School-Supervised Work Education" study completed in the fall of 1973. (The study is further described in the section relating to Cooperative Education Programs.)

Proposed legislation would continue to provide authority for States funding work study programs, but would consolidate the various categorical program, including part H, to give the States greater flexibility in planning and program operation. Present Part H restrictions, for example, severely limit support for postsecondary students and appear to inhibit States and LEAs from developing work-study programs which might provide jobs for students which not only provide pay for work but also a learning experience.

The study, described above, indicates that while many work-study programs have additional goals such as improving the disadvantaged youth's attitudes toward school and work, very little attempt is made to offer students related classwork or intensive vocational training. Students are placed primarily in unskilled blue collar and clerical jobs. Only six percent of the cooperative education students were in the lowest category of job responsibility scale whereas 75 percent of the work-study education students were in this category.

Analysis of pay factors indicate that students in work-study programs are more likely than students in any other type of program to earn at best the minimum wage. Work-study students work primarily for money, as compared with cooperative education students who indicated that getting occupational training experience was more important than pay.

Ongoing or Planned Evaluation Studies:

A follow-up of the participating and the comparison group interviewed in the first phase of the "School-Supervised Work Education Study" is now in progress. The follow-up of the original sample study will provide information about what happens to work study students after they graduate. Data should indicate whether they completed their training, learned a skill which they could use after graduation, and whether students in work-study programs fared better than the comparison groups.

Sources of Evaluation Data

An Assessment of School-Supervised Work Education Programs, Systems Development Corporation, September 1973.
Annual State Vocational Education Reports
State Advisory Council Reports

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Vocational Education -- Curriculum Development

Legislation:	Expiration Date:
VEA of 1963, as amended, Part I	June 30, 1976

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1969	$ 7,000,000	-0-
	1970	10,000,000	$ 800,000
	1971	10,000,000	4,000,000
	1972	10,000,000	4,000,000
	1973	10,000,000	6,000,000*
	1974	10,000,000	4,000,000
	1975	10,000,000	1,000,000
	1976	10,000,000	1,000,000

Program Goals and Objectives:

Part I of the Vocational Education Act of 1963, as amended, authorizes the Commissioner to make grants to or contracts with colleges and universities, State boards, and other public or nonprofit private agencies and institutions for curriculum development in vocational and technical education. No matching funds are required.

The Curriculum Development Program provides for the development, testing, and dissemination of vocational education curriculum materials for use in teaching occupational subjects, including those covering new and changing occupational fields. Curriculum materials are also provided for vocational teacher education. The program further provides for: developing standards for curriculum development in all occupational fields; coordinating the efforts of the States with respect to curriculum development and management; surveying curriculum materials produced by other agencies; evaluating vocational-technical education curriculum materials; and training personnel in curriculum development.

Program Operations:

In FY 1975, awards were made as a result of competitions held for the development, coordination, and dissemination of validated vocational education curriculum materials. Examples of the kinds of projects funded are:

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* Two million dollars were impounded in FY '73 and released in FY '74.

1. A 12-month contract was awarded for the design of a system for identifying, evaluating, and disseminating curriculum materials already developed by the armed services for use in high school, junior and community college, and proprietary vocational education programs.

2. An award was made for the development and documentation of the process for identifying new and emerging occupations, both technical and skilled, and for specific identification of the knowledge and skill requirements of selected emerging occupations for which potential need for trained workers can be projected to 1980.

3. Grants were awarded to six curriculum coordination centers located in Trenton, New Jersey; Springfield, Illinois; Stillwater, Oklahoma; Mississippi; Sacramento, California; and Olympia, Washington. The six centers comprise a national network for interstate curriculum planning; dissemination of information about instructional materials available and being developed; and for improving all of the States' capabilities in developing and managing vocational and technical curriculum resources.

4. Supplemental funding was given to a contractor to continue training programs of minority business entrepreneurs established to field test business analysis materials and recordkeeping systems for small business owners. The tests are being conducted in Window Rock, Arizona; Brownsville, Texas; and Greensboro, North Carolina. Another supplemental award was given for the purposes of testing at the junior college level two courses dealing with survival problems of the minority entrepreneurs.

Program Scope and Effectiveness:

Nineteen curriculum projects were funded in FY '70, 26 projects in FY '71, 33 in FY '72, and 27 in FY '73, 28 in FY '74, and 20 in FY '75. Since almost all projects are full-funded, these figures generally represent new starts.

Ongoing and Planned Evaluation Studies:

None

Source of Evaluation Data:

1. Program Reports of Project Directors

2. Site Visit Reports by OE Program Staff

3. Report and Newsletters from Curriculum Network Centers

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Adult Education -- Grants to States

Legislation:

Public Law 91-230, as amended by
Public Law 93-380, Title VI, Part A

Expiration Date:

June 30, 1978

Funding History:

Year	Authorization	Appropriation
1965	(Under Econ. Opp. Act)	$ 18,612,000
1966	(" " " ")	19,689,063
1967	$ 40,000,000	26,280,000
1968	60,000,000	32,200,000
1969	70,000,000	36,000,000
1970	160,000,000	40,000,000
1971	200,000,000	44,875,000
1972	225,000,000	51,134,000
1973	225,000,000	51,300,000
1974	150,000,000*	53,485,000
1975	150,000,000	67,500,000
1976	175,000,000	67,500,000

Program Goals and Objectives:

The purpose of this program, as stated in the legislation, is "to expand educational opportunity and encourage the establishment of programs of adult education that will enable all adults to continue their education to at least the level of completion of secondary school and make available the means to secure training that will enable them to become more employable, productive, and responsible citizens."

The legislation also mentions specifically: (1) service to institutionalized persons, not to exceed 20 per centum of the funds available to the State for adult basic and secondary programs, (2) cooperation with manpower development and training programs and occupational education programs and coordination with other programs including those for reading improvement, (3) utilization of amounts not to exceed 20 per centum of the State allotment for programs of equivalency for a certificate of graduation from a secondary school, and (4) assistance to persons of limited English-speaking ability by providing bilingual adult education programs to the extent necessary to enable these persons to progress through the Adult Education Program and coordination of these efforts with programs of bilingual education offered under Title VII of ESEA and the Vocational Education Act.

The Act also requires that, of the funds allotted to a State, not less than 15 per centum be used for special projects and training adult education personnel. In addition the Act specifies that a clearing-house on adult education be established and operated for the purpose of collecting and disseminating public information pertaining to the education of adults. Another goal of the Act is to encourage the use of State Advisory Councils in Adult Education, since these are authorized and the qualifications for members are specified.

The Rules and Regulations for State Adult Education Programs, published in the Federal Register on April 23, 1975, quote the Law concerning the general purpose of the Program. They also make provisions for the other goals mentioned in the Law.

Program Operations:

This program is operated through formula grants made to States for the education of adults, defined as persons who are 16 or more years of age and who (1) do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education and (2) are not currently required to be enrolled in schools. Local school districts submit plans and proposals to the State education agency which makes the funding decisions. Ten percent of the total cost of any program must be covered by the State and/or local education agency, with up to 90 percent covered by Federal funds allocated to the State.

The program Rules and Regulations specify that each State shall prepare an annual program plan which must be submitted to the U.S. Commissioner of Education through the Assistant Regional Commissioner, Occupational and Adult Education Programs, and received in the appropriate DHEW Regional Office on or before the last day of the Fiscal Year preceding that for which funds are sought. This annual plan must be revised each year to reflect proposed activities for the ensuing fiscal year and must be submitted to the U.S. Commissioner for approval in accordance with the requirements set forth in the General Education Provisions Act. The information in the plan must be in sufficient detail to enable the Commissioner to determine whether the provisions of the Act and the Regulations are being administered efficiently and to determine whether and to what extent substantial progress is being made with respect to all appropriate segments of the adult population in need of adult education.

In addition, the program plan shall describe procedures to be used for conducting an annual evaluation of all activities carried out in the year for which funds are sought. These include specific criteria to be used in assessing the effectiveness of the program or project. The evaluations are to be conducted either by the State agency or by "other parties." Copies of any reports of such evaluations are to be sent to the Commissioner, and results of the evaluations are to be reflected in the performance report which must be submitted annually with the financial status report.

The Program Rules and Regulations (April 23, 1975) discuss the establishment of national priorities in Adult Education. They state that the U.S. Office of Education will review and identify annually for the guidance of State educational agencies, national priorities in the field of Adult Education. State educational agencies may take these priorities into consideration in developing their annual program plans. The areas suggested for the Fiscal Year 1976 are: (1) Dissemination and Adult Education, (2) Adult Performance Level Implementation (APL), (3) Role of the Employer in Adult Learning, (4) Adult Education Staff Development, and (5) Experimental and Demonstration Project Continuation.

Program Scope:

The group at which this program is directed consists of over 52.5 million adults aged 16 years or over who have not completed and who are not currently enrolled in high school. Within this group special emphasis is directed toward approximately 15,000,000 adults with less than eight years of formal education.

Among those eligible to be served are the approximately 750,000 public school students who drop out each year and who are therefore eligible to participate in the program. There are also about 400,000 immigrants arriving each year, a substantial number of whom need instruction in English as a second language in order to function as citizens in the United States. (This year, with the arrival of approximately 140,000 refugees from Indochina the number of immigrants will probably exceed 500,000.)

During FY 1974 there were approximately 960,000 participants in adult education programs receiving Federal funds through the State Grant Program. Of these, about 31 percent were enrolled in courses described as English as a second language, and 8 percent were people in institutions -- hospitals, prisons, etc. Of the total number of participants approximately 56 percent were females, 38 percent were unemployed, and 13 percent were on public assistance rolls. States also reported that about 9 percent received certificates of completion at the 8th grade level, 11 percent passed the General Education Development Test, and 7 percent enrolled in some other educational program as a result of having been enrolled in the adult basic or secondary education program.

Allotments to States are based on the number of resident adults who have not completed high school. The allotments to the individual States and territories in FY '74 ranged from $79,863 to $5,925,791. The average allotment was $1,205,357.

Program Effectiveness and Progress:

State Reports on FY'75 activities are beginning to be analyzed, but no data are yet available. Hence there is no information yet concerning most of the goals of the law -- for example, the numbers of special projects and teacher training courses conducted by individual States or the number of State Advisory Councils in operation. The Clearing-house in Adult Education has not yet been established, but a contract for a planning study has been let, and the report is due at the end of January 1976.

In June 1975 the Comptroller General of the United States released a report to the Congress on OE's Adult Basic Education Program: Progress-in Reducing Illiteracy and Improvements Needed. This report, which looked at the program since its inception in 1965, points out that earlier only eight States operated any significant adult basic education programs. In FY 1965, according to OE figures, there were 19 States and 37,991 students participating in the Federal program. "Two years later all fifty States, the District of Columbia, and five territories conducted adult basic education classes. In Fiscal Year 1972, more than 820,000 adults attended the adult education programs, 44,560 evening and 14,713 daytime classes. By 1973 enrollment had risen to nearly 850,000 and OE expected enrollment to reach one million in 1974."

However, the report concludes that:

> "Since it began in 1965, the Adult Basic Education Program has expanded educational opportunities by establishing broadly available programs for those adults who want to continue their formal education through completion of the 8th grade and in some cases through high school. Although the Adult Education Program has had positive achievements, as currently funded and operated it is successfully reaching only a small fraction of those needing it -- particularly among the more educationally deficient."

Ongoing and Planned Evaluation Studies:

Research and Evaluation in Adult Education. (7-1-74 to 11-30-75)
Kirschner Associates, Inc., 733 - 15th Street, N.W., Washington, D.C. 20005
Dr. Peter Simmons, Project Director.

This is a look at the education of adults in its broadest sense. The full range of need and the Federal responses to it are examined in order to develop policy alternative for OE.

Sources of Evaluation Data:

Annual State Performance Reports

Annual State Financial Reports

Regional Office Reports on Site-Visits to Programs and State Departments

HEW Reports on State Program Audits

Longitudinal Evaluation of the Adult Basic Education Program, Systems Development Corporation (Final Report TM-WD-5743), November 1973.

The Adult Basic Education Program: Progress in Reducing Illiteracy and Improvements Needed, The Comptroller General of the United States, June 1975.

ANNUAL EVALUATION REPORT TO CONGRESS

Program Name:

Vocational Education - Bilingual Vocational Training

Legislation:

Vocational Education Act of 1963, as amended by P.L. 93-380, Part J

Expiration Date:

June 30, 1976

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1975	$17,500,000	$ 2,800,000
	1976	17,500,000	2,800,000

Program Goals and Objectives:

Grants and contracts under Part J may be used for (1) bilingual vocational training programs for persons who have completed or left elementary or secondary school and who are available for training by a postsecondary educational institution; (2) bilingual vocational training programs for persons who have already entered the labor market and who desire or need training or retraining to achieve year-round employment, adjust to changing manpower needs, expand their range of skills, or advance in employment; and (3) training allowances for participants in bilingual vocational training programs subject to the same conditions and limitations as are set forth in section III of the Comprehensive Employment and Training Act of 1973.

Program Operation:

Under this authority, the Commissioner contracts with appropriate State agencies, local education agencies, postsecondary institutions, private non-profit vocational training institutions especially created to serve a group whose language is other than English for the purpose of supplying training in recognized occupations and new and emerging occupations and to enter into contracts with private for-profit agencies and organizations to assist them in conducting bilingual vocational training programs.

Program Scope:

Twenty-one projects which were funded are located in nine States and Guam and are training 3,250 persons at an average cost of $860 per trainee. Languages in the projects are Spanish, French, Chinese, Indan and Chamorro. Seven of the projects are located in community or junior colleges, six in local education agencies, four in institutions of higher education, two in State education agencies, and two in private non-profit agencies. The essential aspect of these projects which differentiates them from a monolingual vocational training program is that training is conducted in both English and non-English language; trainees acquire sufficient competence in English to enable them to perform satisfactorily in a work situation. Trainees are being trained to become: geriatric aides, accounting aides and clerical aides, dental assistants, health science workers, industrial technologists, auto mechanics, business machine repairmen, food service aides, machine operators, bilingual secretaries, para-legal and para-accounting aides, and policeworkers, optical lens technicians, radio and television repairmen, mental health aides, and similar jobs.

Program Effectiveness and Progress:

This is the first year for the program and only descriptive information is available now for the programs funded in June, 1975.

Ongoing or Planned Evaluation Studies:

A study is now underway (1) to identify and describe the bilingual vocational training programs currently in existence; (2) to review the literature, evaluation reports, research, experimental data to provide additional information about the enrollments, characteristics of enrollees, dollars spent and outcomes; (3) to provide, as feasible within the scope of the contract, programmatically useful information about the methods and techniques employed in bilingual vocational programs which appear to be successful as well as factors which are reported as inhibiting success; (4) to develop through a feasibility and design study, a means by which the legislative requirements for assessing the impact of bilingual vocational training programs could be met.

An interim report will incorporate the work completed to accomplish the first three objectives. This report will be submitted for approval of the Commissioner of Education and the Secretary of Labor as specified by Section 192 for a report to Congress. The fourth objective, to be completed within the second phase of the study, will provide a means of assisting the agencies in preparing the required impact information.

Sources of Evaluation Data

Interim draft report,
Assessment of Bilingual Vocational Training, Kirschner Associates, Albuquerque, New Mexico, February 1976.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Career Education

Legislation: **Expiration Date:**

Public Law 531, 83rd Congress, as Amended
Public Law 93-380, Section 402 and Section 406* June 30, 1978

Funding History:	Year	Authorization	Appropriation
	1975	$ 15,000,000	$ 10,000,000
	1976	15,000,000	10,135,000

Program Goals and Objectives:

Section 406 establishes as policy that: (1) When every child has completed secondary school, he should be prepared for gainful or maximum employment and full participation in society according to his or her ability, (2) Local educational agencies have an obligation to provide such preparation for all students, and (3) Each State and local agency should offer programs of career education which provide a wide variety of options designed to prepare each child for maximum employment and participation. It is the purpose of Section 406 to assist in achieving these policies through the following activities:

1. Developing information on needs for career education.
2. Promoting a national dialogue which will encourage State and local agencies to determine and adopt the best career education approach for children they serve.
3. Assessing the status of career education programs and practices, including a reassessment of stereotyping of career opportunities by race or sex.

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*During FY 75 this Program operated under the authority of the Cooperative Research Act. During FY 76 it is operating under the Special Projects Act, Public Law 93-380, Section 402. Under the latter Act, half of the Special Projects funds go directly to the Commissioner for use in contracts and the other half go to the Programs named in that Act, one of which is Career Education. For FY 76 the Program is receiving $7 million from the Commissioner's share of the funds, which must be used for contracts, and $3,135,000 as one of the special programs, which may be used for grants under Section 406.

4. Providing for demonstration of the best current career education programs and practices by developing and testing exemplary programs and practices based on varying theories.

5. Providing training and retraining of persons to conduct career education programs.

6. Developing State and local plans for implementing career education programs.

In addition to its stated purpose of authorizing the implementing activities mentioned above, the Law also sets up a National Advisory Council on Career Education; establishes an Office of Career Education within the U.S. Office; authorizes the Commissioner to make grants to State and local educational agencies, institutions of higher education, and other nonprofit agencies and organizations for demonstrations; and assigns to both Commissioner and the NACCE the responsibility for conducting a survey and assessment of the current status of career education programs, projects, curriculums, and materials in the United States.

In order to initiate the Program, funding criteria for Career Education grants were published in the Federal Register on Friday, March 14, 1975. These criteria described the projects eligible for funding during FY 75. The regular rules and regulations covering FY 76 will appear in the Register after clearance within HEW.

Program Operations:

Applications for demonstrations of career education projects are received from eligible agencies and institutions in the field. Those to be funded are selected by review panels on the basis of criteria having to do with the following: (1) evidence of need, (2) practicability and measurability of objectives, (3) quality of operational plan, (4) quality of evaluation plan, (5) extent to which project is exemplary, (6) quality of personnel, and (7) extent to which the budget is reasonable.

In addition to evaluating the effectiveness of his project and determining the extent to which the objectives were accomplished, each applicant is responsible for providing a final report on his efforts. He/she is also responsible for incorporating a plan to disseminate information to others during the course of the project as well as at the conclusion of the grant period.

Program Scope:

FY 75 funds were recommended for the support of 80 career education projects covering five categories of activities as specified in the proposed Funding Criteria which appeared in the Federal Register. There are now in process 45 projects designed to produce improvements in existing Career Education programs, kindergarten through high school (approximately $5,802,756); 12 career education projects for special population groups such as the handicapped, the gifted and talented, minority or low-income youth, or female youth (approximately $1,045,364); 12 projects designed to communicate career education philosophy, methods, activities, and evaluation results (approximately $1,173,708); 7 projects for developing career education projects in special settings such as senior high schools, community colleges, or institutions of higher education (approximately $918,691); and 4 projects designed to demonstrate training and retraining of persons to conduct career education programs (approximately $750,298).

The average grant is approximately $123,500, and all of them are for a 12-month period. The grants were made to 17 State departments of education, 36 local education agencies, 18 colleges or universities, and 9 non-profit organizations.

Program Effectiveness and Progress:

Section 406 of P.L. 93-380 gave as its purpose achieving stated Career Education policies through six specified activities. In spite of a limited number of OCE staff, evidence is available of substantial progress in all of the first five activities. Work in the sixth activity, developing State and local plans, was not be be implemented until August 21, 1975 according to the law, and plans are ready for moving ahead in this area also.

For example, in 1971 the Office of Education introduced the term "career education" and encouraged those interested to begin defining it. In 1975 the Office issued a policy paper, An Introduction to Career Education, which provided OE's first comprehensive conceptual statement on Career Education.

Work initiated during previous years also led to the publication of the first four Career Education Monographs during FY 75. Each monograph deals with a separate conceptual issue in this field. Each therefore contributes to the intent of the law concerning the initiation of a national dialogue about career education. In addition there have been three other publications which reflect the purpose of the Law: (1) Career Education: How To Do It, Creative Approaches By Local Practitioners, October 1974; (2) Career Education: The State of the Scene, November 1974; and (3) A Classification Scheme for Career Education Resource Materials, June 1975.

During the year the Office of Career Education has established within its Offices a library consisting of approximately 3,000 pieces of non-commercial material on career education. These curricula, workbooks, teacher training outlines, etc. have been sent in by practitioners across the country. All of the material have been indexed according to a classification scheme developed under contract (see above) which provides an indexed card for each piece with 40 key descriptors, including items related to sex and race sterotyping.

The Office of Career Education has been putting special emphasis on evaluation. It has cooperated with the Office of Planning, Budgeting, and

Evaluation to produce a handbook for practitioners to help them evaluate their projects. A first draft of this handbook grew out of the evaluation of prototype career education projects supported under Part D, VEA. Approximately a thousand copies of the draft were distributed during FY 75, and the revised (final) version is now available. It is entitled Evaluation and Educational Decision-Making: A Functional Guide to Evaluating Career Education.

The Office of Career Education has also held conferences for all 80 project directors (grantees) during which most of a day was devoted to the problem of designing an adequate evaluation of each project. These sessions included individual conferences with evaluation specialists, and the Directors were also provided with lists of instruments available for use in their evaluations.

Ongoing and Planned Evaluation Studies:

Section 406 of Public Law 93-380 assigned to the Commissioner and to the National Advisory Council on Career Education the responsibility for a survey and assessment of career education in the United States. The "Survey and Assessment of Career Education in the Public Schools" was initiated in June 1975 by the Office of Education (OPBE) under contract with the American Institutes for Research in Palo Alto, California. The project was designed to meet the needs of both the Commissioner and the Council. A draft report will be submitted to the Council, which will add its legislative recommendations, and the final report with this addition will be submitted to the Congress in April 1976.

Since the Career Education Program as authorized by P.L. 93-380 expires at the end of FY 78, an evaluation is planned for FY 77.

Sources of Evaluation Data:

Data gathered and analyzed by OCE Staff

On-going Survey of Career Education (See above)

Project Reports from grantees (Interim reports due January 1976 and Final reports duc September 1976)

D. HIGHER EDUCATION PROGRAMS

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Basic Educational Opportunity Grant Program

Legislation:	Expiration Date:
Education Amendments of 1972, Title IV; Public Law 92-318, 86 Stat., 248-251	June 30, 1975 (Extended one year)

Funding History:	Year	Authorization	Appropriation
	1973	(Such sums as	$122,100,000
	1974	may be necessary	475,000,000
	1975	"	660,000,000
	1976	"	715,000,000

Program Goals and Objectives:

The Basic Educational Opportunity Grant Program is a source of Federal student financial aid which became available to eligible students for the first time during the 1973-74 academic year. The purpose of the Basic Grant Program is to provide eligible students with a "floor" of financial aid to help them defray the costs of postsecondary education. Student eligibility is primarily based on financial need determined on the basis of a formula developed by the Office of Education and reviewed by Congress annually and is applied uniformly to all applicants. The result of applying this formula is called the student's eligibility index and is used solely for purposes of determining the amount of a student's Basic Grant award. Eligibility for Basic Grants is determined on the basis of financial need and that there is no scholastic determination made.

Program Operation:

(a) Student Eligibility

Basic Grant assistance is available to all eligible undergraduate students who are enrolled in an eligible institution on at least a half-time basis. Participating institutions include colleges and universities, as well as postsecondary vocational, technical and proprietary institutions who meet Federal eligibility requirements. A student may enroll and receive his Basic Grant award at the eligible institution of his choice. Eligibility is limited to four years of undergraduate study, but may be extended to five years under special circumstances specified by law.

(b) Family Contribution Schedule

The law requires the Commissioner to submit to Congress each year for approval a schedule indicating the formula for determining the Expected Family Contribution. This is the amount a family can be expected to contribute to a student's postsecondary education. The formula takes into account such indicators of family financial strength as parental income, assets, family size, number of family members in postsecondary education, and the special educational benefits a student receives. A separate formula is used for dependent and independent students.

(c) Calculation of Awards at Full Funding

The law provides that at full funding a student's Basic Grant entitlement be equal to $1,400 minus expected family contribution. There is a further limitation that payments cannot exceed one-half the actual cost of attendance, which includes tuition and fees, books and supplies, room and board, and a personal allowance. The minimum award at full funding is $200.

(d) Calculation of Awards at less than Full Funding

In the event that sufficient funds are not available to fully fund all entitlements, student grants must be reduced in accordance with the following provision:

If $1,400 minus expected family contribution is:

More than $1,400	Pay 75% of the amount
$801 to $1,000	Pay 70% of the amount
$601 to $800	Pay 65% of the amount
$200 to $600	Pay 50% of the amount

In addition no award may exceed half of cost minus expected family contribution (need) unless available funds are at least 75% of the amount required for full funding, in which case an award may not exceed 60% of need. The minimum award is $50 at less than full funding.

If sufficient funds are not available to meet awards determined by the above reduction schedule, all awards are further reduced by a constant prorata factor.

Program Scope:

In the 1974-75 academic year 573,400 students received BEOG awards averaging $620. The average award for recipients in public institutions was $615, while the average award in private non-profit institutions was $687, a reflection of the generally higher cost of private education. Within the public sector, students in two-year institutions received smaller average awards ($572) than those students enrolled in public universities ($658) and other public four-year institutions ($622). Similar trends were found in private institutions by type. The average award to students in proprietary institutions was $649.

Application data as of February 2, 1976 showed that 2,043,000 valid applications had been received for the 1975-76 academic year. It is anticipated that a total of 2,278,500 valid applications will be received by the March 15 deadline. It is estimated that 1,268,300 students will receive Basic Grant awards averaging $800 during the 1975-76 academic year.

Program Effectiveness and Progress:

Basic Grant Program data and recent Higher Education Panel (HEP) Survey results for the 1974-75 academic year indicate that the BEOG program is generally working in the direction of equality of access and choice with respect to the student characteristics of income, sex, and minority status. 1/ Although 1974-75 program data does not include information regarding applicant sex and race, the HEP Survey indicates that the percentage distribution by sex of BEOG recipients in all institutions is such that females are substantially more likely to receive a BEOG than males. Survey results show that Basic Grant recipients were 54.5% female and 45.5% male. This closely agrees with 1973-74 program data in which 56.1% of qualified applicants were female and 43.9% were male. These percentages are almost exactly opposite the percentage distribution by sex of total enrollment in the latest NCES data. However, the percentage distribution by sex of all BEOG recipients masks some underlying differences by type and control. While females definitely dominate the percentage distributions in the public sector at two- and four-year institutions, the proportions of male and female BEOG recipients at public universities are virtually identical. In the private sector, on the other hand, males tend to dominate the sex distribution of BEOG recipients at two-year institutions (52.1%) and at universities (55.2%), while 54.7 percent of BEOG recipients at private four-year colleges were female. In all cases, however, females are presented among BEOG grant recipients in greater proportion than their representation in total enrollment in each type of institution either public or private.

1/ The HEP Survey did not include proprietary or public vocational schools.

In terms of minority versus non-minority status, the distribution of BEOG's is heavily in favor of minority students--the percentage of grants going to minority students (48.1%) is far greater than their percentage in the total population and in their percentage of total postsecondary education enrollment.

The following table shows the percentage distributions of eligible BEOG applicants by income and dependency status. As can be seen from the table, 58.1% of qualified dependent applicants in 1974-75 came from families with incomes of $7,500 or less, and 77.5% had incomes of $10,000 or less. Of those classified as independent students, 96.3% had incomes of $7,500 or less.

Percentage Distribution by Income Class of
Applicants Qualifying for BEOG Awards
1974-75

Income	Dependent	Independent	Total
$ 0- 4,000	28.8	74.1	38.7
4,000- 7,500	29.3	22.2	27.8
7,501-10,000	19.4	3.3	15.9
10,001-12,000	11.6	0.3	9.1
12,001-15,000	8.6	0.1	6.7
15,000+	2.3	0	1.8
TOTAL	100.0	100.0	100.0

The above data should be interpreted with caution because it is not known if sex and income distributions of qualifying BEOG applicants are representative of those characteristics for those applicants who actually exercised their option to receive BEOG awards.

Ongoing and Planned Evaluation Studies:

The Office of Education has recently funded a set of four major national studies which will assess the impact of Federal financial aid on students, postsecondary institutions and state governments. Study A will assess the impact of Federal and state financial aid programs and policies on the choice process of postsecondary bound students. Study B will examine the way in which market conditions (and perceptions thereof) interact with educational costs and financial aid to influence access to postsecondary institutions. Study C will examine the role of financial aid in student persistence in postsecondary education. Study D will examine the relationship between Federal and state student aid programs and institutional practices in recruiting and admitting students and dispensing financial aid.

Source of Evaluation Data:

Program files, Division of Basic and State Student Grants, Bureau of Postsecondary Education.

Higher Education Panel Survey #27 "Student Assistance Programs", Preliminary Findings, American Council on Education, Washington, D. C., October 1975.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Supplemental Educational Opportunity Grants Program

Legislation:

Public Law 92-318, 86 Stat. 251

Expiration Date:

June 30, 1975
(Extended one year)

Funding History:	Year	Authorization	Appropriation
	1974	$200,000,000 *	$210,300,000
	1975	200,000,000 *	240,300,000
	1976	200,000,000 *	240,093,000

* For initial year grants plus such sums as may be needed for continuing grants.

Program Goals and Objectives:

The purpose of the SEOG program is "to provide, through institutions of higher education, supplemental grants to assist in making available the benefits of postsecondary education to qualified students who, for lack of financial means, would be unable to obtain such benefits without such a grant." The more general related goal of the program is to contribute to the promotion of equality of educational opportunity at the postsecondary level.

Program Operations:

Supplemental Educational Opportunity Grants (SEOG) funds for initial year awards are apportioned among the states in the same ratio as a state's full-time and full-time equivalent enrollment bears to the total national full-time and full-time equivalent enrollment. Continuing awards are allotted in accordance with regulations published by the Commissioner of Education. Grants which are awarded by institutions of higher education are designed to provide additional resources to students whose finances are otherwise insufficient to permit attendance without such a grant. The maximum award is $1,500 per year or one-half of the sum of the total amount of student financial aid provided to such student by the institution--whichever is the lesser. The total amount of funds awarded to any student, over the course of his academic career, may not exceed $4,000--except in those instances where a student is enrolled in a program of study extending over five academic years, or where particular circumstances, as determined by the institution, require that a student spend an additional year completing a program of study which normally requires four academic years. The limit is then set at $5,000. Awards are limited to students who have been accepted as undergraduates at their respective institutions, who maintain satisfactory progress, who are enrolled at least half time, and who would be financially unable to pursue a program of study at such institution without such an award.

Program Scope:

In Fiscal Year 1974, 2,904 institutions participated in the SEOG program. This represented a 26.1 percent increase over institutional participation in the SEOG programs in Fiscal Year 1973. There was a further increase of 12.2 percent in institutional participation in the SEOG program between Fiscal Year 1974 and Fiscal Year 1975 with 3,258 institutions participating in the latter fiscal year. During these years, the largest percentage increase was in the private sector, with institutional participation increasing by over 75 percent to 843 proprietary schools. In Fiscal Year 1976, the number of participating institutions increased to 3,406--an increase of 4.5 percent. Of this number, 1,286 were private schools, including 848 proprietary. Although private institutions constitute 40 percent of participating institutions they receive only about 19 percent of the funds.

In Fiscal Year 1976, public universities received 36.2% of the funds made available. Other public four-year institutions received 8.1%; public two-year colleges, 13.9%; public vocational-technical schools, 1.3%; private universities, 13.4%; other four-year private institutions, 17.4%; private two-year schools, 2.7%. and proprietary schools, 7.0%. This distribution does not differ substantially from previous years. Estimated program data indicate that approximately 445,000 will receive average grants of $522.

In Fiscal Year 1972 there were recommended institutional funding levels for EOG aid of $259,084,000. By Fiscal Year 1974 recommendations had increased to $468,095,414 and in 1974-75 they had decreased slightly to $458,814,123 while appropriations remained at less than half of those figures. Recommended requests for Fiscal Year 1976 totaled $519,890,762. The appropriation for use during Fiscal Year 1976 was $240,300,000.

Program Effectiveness and Progress:

Recent results from the Higher Education Panel Survey for Fiscal Year 1975 indicate that the SEOG program is generally working in the direction of equality of access and choice along the student dimensions of sex, income, and minority status. 1/ With respect to the sex characteristic, it is interesting that substantially over half the awards go to females at all institutions except private universities and even at the latter, women receive a percentage of SEOG's

1/ The HEP Survey did not include proprietary or public vocational schools which accounted for a total of 8.3% of all funds in FY 1976.

(48.0%) which greatly exceeds their proportion in the total enrollment at these institutions. The percentage of minority students receiving Supplemental Grants is 47.8 percent for all institutions, which is far in excess of their percentage of total enrollment. Public two-year institutions showed the greatest percentage of minority SEOG recipients (55.7%) and public universities the least (38.0%). In the private sector, a different pattern emerges with the lowest percentage of recipients of minority status in two-year institutions (40.7%) and the highest in universities (48.0%).

The following table gives the percentage distributions of SEOG awards by income and dependency status. Well over half the awards at all institutions are received by dependent students with family incomes of less than $7,500. While there are some differences by type within the public and private sectors the pattern referred to above does not differ substantially between sectors.

Characteristics of Participants in the Supplemental
Opportunity Grant Program by Type and Control of Institution, 1974-75
(In percentages)

		Public Institutions			
Characteristics	Total All Institutions	Total	Two-Year	Four-Year	University
Dependent Undergraduates					
Family Income					
Less than $7,500	54.3	54.0	45.2	60.4	53.2
$7,501 - 11,999	22.3	19.2	15.0	19.8	23.8
More than 11,999	5.3	4.3	3.6	4.4	5.6
Independent Undergraduates	18.1	22.5	36.2	15.4	17.4
	100.0	100.0	100.0	100.0	100.0
		Private Institutions			
Dependent Undergraduates					
Family Income					
Less than $7,500		55.0	55.5	56.0	49.1
$7,501 - 11,999		29.1	25.9	28.2	35.8
More than 11,999		7.2	11.1	6.7	8.4
Independent Undergraduates		8.7	7.6	9.1	6.7
		100.0	100.0	100.0	100.0

While definitive conclusions will have to await further data on numbers of students who would not have attended postsecondary education without a SEOG award and a more detailed breakdown of average award size by student characteristics, it is reasonably apparent that the impact of the SEOG program is in the direction of greater equality of access and choice along the student dimensions of sex, income and minority status.

Ongoing and Planned Evaluation Studies:

The Office of Education has recently funded a set of four major national studies which will assess the impact of Federal financial aid on students, postsecondary institutions and state governments. Study A will assess the impact of Federal and state financial aid programs and policies on the choice process of postsecondary bound students. Study B will examine the way in which market conditions (and perceptions thereof) interact with educational costs and financial aid to influence access to postsecondary institutions. Study C will examine the role of financial aid in student persistence in postsecondary education. Study D will examine the relationship between Federal and state student aid programs and institutional practices in recruiting and admitting students and dispensing financial aid.

Sources of Evaluation Data:

U.S. Department of the Health, Education and Welfare, Office of Education, Bureau of Higher Education Factbook.

Program files, Division of Basic Grants, Division of Student Support and Special Programs.

Higher Education Panel Survey #27, "Student Assistance Programs", Preliminary Findings, American Council on Education, Washington, D. C., October 1975.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

State Student Incentive Grant Program

Legislation:	**Expiration Date:**
Title IV, Subpart A-3 of the Higher Education Act	June 30, 1975 (Extended one year)

Funding History:	Year	Authorization	Appropriation
	1973	$50,000,000 *	None
	1974	50,000,000 *	$19,000,000
	1975	50,000,000 *	20,000,000
	1976	50,000,000 *	44,000,000
	1977		44,000,000 **

* Plus such sums as may be needed for continuation grants.
** Requested budget authority.

Program Goals and Objectives:

The SSIG program is designed to encourage states to develop or expand programs of grant aid to help students with "substantial financial need" who attend eligible postsecondary institutions. As with other Federal student assistance programs, SSIG contributes to, and provides an incentive for states to contribute to, the longer term goal of equality of educational opportunity.

Program Operations:

SSIGP is a 50-50 cost-sharing (State-Federal) program under which Federal funds are allotted/reallotted to the states based on a formula reflecting current student attendance patterns. Reallotment is permitted if a state does not use its current allotment. Disbursements are made directly from the Federal Government to the states and from the states to postsecondary institutions on behalf of students. While states are responsible for the selection of grant recipients, selection criteria are subject to review by the Commissioner and individual student grants are limited to $1,500 per academic year. Since there is no prescribed aid allocation procedure, a state may employ any distribution procedure that falls within the overall scope of the statute.

States are required to administer the funds through a single state agency, with no Federal allowance for administrative costs. To ensure maintenance of effort, State matching for initial student awards must be in excess of the amounts the state spent for grants two fiscal years prior to the year the State initially received aid under the SSIG program.

Program Scope:

Fifty-six States and territories are potentially eligible for matching grants under the SSIG program. In FY 1974, the first year of SSIG operation, scholarship programs were expanded in 27 States, and completely new programs were established in 13 States and territories. The following year, 9 new States and the District of Columbia joined the network of jurisdictions with operational State scholarship programs. All 56 States and territories are expected to apply in FY 1976.

Under the definition of "substantial financial need," states have a wide latitude in their selection of grant recipients. Students from both low and middle incomes may receive grants under this definition. In FY 1975, an estimated 80,000 students received average grants of $500 ($250 Federal funds). In FY 1976, awards averaging $500 will go to an estimated 176,000 students, including two continuation classes and a new round of initial student grantees. The pattern of support for four full undergraduate classes will be reached in FY 1977.

Program Effectiveness and Progress:

The limited data available with which to assess the effectiveness of the SSIG program suggest that the program has been highly successful in stimulating the development of a network of State scholarship programs for the delivery of financial aid to students. The number of States with such programs almost doubled during the first two years of SSIG operations. At the end of FY 1975, only 5 States, American Samoa, and Guam remained outside the SSIG delivery system. In September 1975, Joseph D. Boyd, of the National Association of State Scholarship/Grant Programs, reported that the level of state funding for student aid has risen dramatically over the years SSIGP has been in effect. Boyd's estimates for Fiscal Year 1976 show a rise of 13.1 percent over the previous year compared to a rise of 10.9 percent a year earlier, suggesting that states are making an attempt to keep up with the rate of inflation.

. . .

Reports from participating States at the end of the program's first year show that 135,365 students received SSIG awards during the 1974-75 school year. Students with family income levels below $6,000 accounted for 41% of the funds and comprised 43% of the recipients. At the other end of the spectrum, middle income students (above $15,000) accounted for 9.2% of the funds and 8.9% of the student recipients. Student awards (Federal plus State) averaged $1,000 or more in 5 States, and maximum awards above $1,000 were reported by 18 States. On the other hand, awards averaged under $250 in 7 States. Not counting 3 States where SSIG awards were level funded at less than $100, the national average was $580. By types of institutions, awards for students at public colleges and universities accounted for 63.3% of the recipients and 48.3% of the funds. Awards for students at private colleges and universities accounted for 33.6% of the recipients and 49.9% of the funds. Proprietary schools accounted for 2.2% of the recipients and 1.4% of the funds.

Out of the 50 States and territories participating in the program during one or both of the first two years, eligibility included public colleges and universities in 48 States, private in 45 States, two-year institutions in 49 States, and proprietary schools in 22 States. Costs covered by student grants included tuition and fees in 49 States, room and board in 36, and other costs in 35. Part-time students were eligible in 18 States and awards were portable to out-of-State institutions in 8 States and 4 territories. Need analysis systems included CSS in 31 States, ACT in 11, the BEOG system in 2 States, tax systems in 3 States, and various combinations in other States.

Ongoing and Planned Evaluation Studies:

The Office of Education has recently funded a set of four major national studies which will assess the impact of Federal financial aid on students, postsecondary institutions and state governments. Study A will assess the impact of Federal and state financial aid programs and policies on the choice process of postsecondary bound students. Study B will examine the way in which market conditions (and perceptions thereof) interact with educational costs and financial aid to influence access to postsecondary institutions. Study C will examine the role of financial aid in student persistence in postsecondary education. Study D will examine the relationship between Federal and state student aid programs and institutional practices in recruiting and admitting students and dispensing financial aid.

The Office of Education is also currently designing a study to evaluate SSIGP from a programmatic viewpoint. This study will attempt to determine the relative efficiency of various patterns of State administration in student aid programs utilizing SSIG funds, how State needs analysis practices are inter-related with those used in institutions, how aid is packaged for SSIG recipients, under what conditions grants are portable, problems and potential in expanding eligibility of institutions and students, and how consistent the State programs are with respect to other Federal based student aid.

Sources of Evaluation Data:

The Chronicle of Higher Education, September 29, 1975, Vol. XI, No. 3.

Higher Education Panel Survey #27, "Student Assistance Programs", Preliminary Findings, American Council on Education, Washington, D. C. October 1975.

Joseph D. Boyd, Study of State Scholarship Programs, Preliminary Findings, National Association of State Scholarship Programs, October 1975.

SSIG Program Operations, FY 1974 (End-of-Year Update of Program operation data from Financial Status and Performance Reports of Participating States).

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

College Work-Study Program

Legislation: | **Expiration Date:**

Public Law 89-329 of the Higher Education Act of 1965, as amended, Title IV-C | June 30, 1976

Funding History:	Year	Authorization	Appropriation *
	1965	1/	$ 55,710,000
	1966	$129,000,000	99,123,000
	1967	165,000,000	134,100,000
	1968	200,000,000	139,900,000
	1969	225,000,000	139,900,000
	1970	275,000,000	152,460,000
	1971	320,000,000	158,400,000 2/
	1972	330,000,000	426,600,000 3/
	1973	360,000,000	270,200,000
	1974	390,000,000	270,200,000
	1975	420,000,000	420,000,000
	1976	420,000,000	390,000,000

* Up until FY 1972, the CWS Fiscal Year appropriation was used to fund program operations during the calendar year. With FY 1972, the program became one full year forward-funded.

1/ The Economic Opportunity Act of 1964 authorized a lump sum of $412,500,000 for three youth programs including College Work-Study.

2/ Actual funds available for CWS in this year amounted to $199,700,000, including reprogrammed funds.

3/ Includes $244,600,000 forward funding for FY 1973, plus a supplemental of $25,600,000. A total of $237,400,000 was available for use during FY 1972 from a combination of FY 1971 and FY 1972 appropriations.

Program Goals and Objectives:

The objective of CWSP is to stimulate and promote the part-time employment of students with great financial need in eligible institutions who need earnings from employment to finance their courses of study. By subsidizing the part-time employment of needy students the program contributes to the longer term Federal goal of equality of educational opportunity at the postsecondary level. Several of the qualitative and quantitative dimensions of the goal of equality of educational opportunity are discussed in the introduction to Section D of this report.

Program Operations:

Employment partially financed by College Work-Study funds may be made available only in public or private non-profit organizations including the institution in which a student is enrolled. Students may work up to 40 hours per week.

Grants are made to higher education institutions for partial reimbursement of wages paid to students. Since August 1968, these Federal grants have covered 80 percent of the student wages, with the remainder paid by the institution, the employer, or some other donor.

Two percent of each year's appropriation is reserved for Puerto Rico, Guam American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands. A portion is also reserved for students from American Samoa/Trust Territories who attend eligible institutions of postsecondary education outside Samoa or the Trust Territory. The rest is allotted among the 50 states and the District of Columbia, 51 areas, by formula. The formula is based on three factors:

(1) The number of full-time higher education students each area has relative to the total number for the 51 areas.

(2) The number of high school graduates each area has relative to the total number for the 51.

(3) The number of related children under 18 years of age living in families with income of less than $3,000 each area has relative to the total number for 51.

Program Scope:

During Academic Year 1974-75, 3,154 institutions of postsecondary education participated in the CWS program enabling approximately 575,000 students to find part-time employment. The average annual student earnings including the institutional matching share, amounts to an estimated $521 per student. About 20 percent of CWS funds help finance off-campus jobs held by 16 percent of the CWS job holders. Gross compensation earned by students was $300 million.

It is estimated by the CWSP staff that, during Academic Year 1975-76, CWSP funds were distributed to institutions as follows: public universities, 11%; other four-year public, 5%; public two-year, 23%; private universities, 12%; other four-year private, 23%; private two-year, 8%; public vocational, 6%, and proprietary, 12%. Ninety four percent of the funds went to undergraduates while 6% was awarded to students at the post-baccalaureate level.

For FY 1975, panels approved $528,802,490 in institutional requests, as compared with $270,200,000 actually available for distribution to schools.

Program Effectiveness and Progress:

The CWSP appears to be effective in stimulating the employment of needy students. However, any definitive finding must await data showing how many students would not have found employment in the absence of CWSP. The program is unquestionably popular with postsecondary institutions both as a student aid program and as a means of providing a pool of highly subsidized labor. This pool is also welcomed by other participating non-profit institutions.

With respect to the Federal goals of equality of access and choice the program appears to be somewhat successful in promoting these ends. A recent survey (April 1975) indicates that well over half (54.0%) of CWSP participants at all eligible institutions were female, 32.6 percent were from ethnic minorities, and 38.5 percent were dependent undergraduates with family incomes less than $7,500 (see table below) 1/. These percentages are substantially in excess of the percentages in total enrollment in traditional postsecondary institutions of students with these characteristics. Nonetheless, in that the program is designed to benefit students in great financial need it is somewhat surprising that its impact on minority and low-income students is substantially less than that of the Basic Grant and Supplemental Grant Programs. Over 17 percent of CWS recipients are dependent undergraduates with family incomes in excess of $11,999, while the comparable percentages for BEOGP and SEOGP are 7.3 and 5.3 respectively. In terms of minority status, 67.5 percent of CWS participants are from non-minority groups compared to about 52 percent for BEOGP and SEOGP. Thus, CWSP is clearly more middle class and non-minority in its practical orientation than are the two grant programs. It should be noted that the survey data upon which these percentages are based do not differ appreciably from unedited program data for FY 1974.

1/ The study did not include proprietary or public vocational schools which received 18% of all work study funds in FY 1976.

TABLE 1

Characteristics of Participants in the College Work-Study Program by Type and Control of Institution, 1974-75*
(In percentages)

		Public Institutions			
Characteristics	Total All Institutions	Total	Two-Year	Four-Year	University
Dependent Undergraduates					
Family Income					
Less than $7,500	38.5	41.2	44.9	42.4	33.8
$7,500 - 11,999	25.9	24.8	23.3	26.3	23.6
More than 11,999	17.2	10.9	8.3	11.7	12.4
Independent Undergraduates	19.5	19.1	23.5	16.1	20.0
Graduate Students	3.9	4.0	0	3.5	10.2
	100.0	100.0	100.0	100.0	100.0
		Private Institutions			
Dependent Undergraduates					
Family Income					
Less than $7,500		33.6	47.8	33.7	26.4
$7,500 - 11,999		28.0	34.3	27.8	26.0
More than 11,999		28.3	13.2	29.0	32.0
Independent Undergraduates		6.3	4.7	6.7	5.0
Graduate Students		3.8	0	2.8	10.6
		100.0	100.0	100.0	100.0

Perhaps the strongest finding with respect to the impact of CWSP and access to postsecondary education is contained in a study by the Bureau of Applied Social Research at Columbia University based on 1969-70 data. This study reports the percentages of students by income level who said they would not have attended without CWS.

Family Income Level	Percent of CWS Students Who Would Not Have Attended Without CWS
Less than $3,000	32.7%
$3,000 to $5,999	23.3
$6,000 to $7,499	16.2
$7,500 to $8,999	13.1
$9,000 or more	8.0

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* Based on findings of the Higher Education Panel Survey No. 27.

It can be seen that CWS aid was crucial to a larger percentage of low income students than higher income students.

Ongoing and Planned Evaluation Studies:

The Office of Education has recently funded a set of four major national studies which will assess the impact of Federal financial aid on students, postsecondary institutions and state governments. Study A will assess the impact of Federal and state financial aid programs and policies on the choice process of postsecondary bound students. Study B will examine the way in which market conditions (and perceptions thereof) interact with educational costs and financial aid to influence access to postsecondary institutions. Study C will examine the role of financial aid in student persistence in postsecondary education. Study D will examine the relationship between Federal and state student aid programs and institutional practices in recruiting and admitting students and dispensing financial aid.

Sources of Evaluation Data:

Program files, Bureau of Postsecondary Education.

Higher Education Panel Survey #27, "Student Assistance Programs", American Council on Education, Washington, D. C., October 1975.

Bureau of Applied Social Research, The Federal College Work-Study Student Assistance Programs, Fall 1971, Washington, D. C., 1974.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Cooperative Education Program

Legislation:	Expiration Date:
P.L. 89-329, as amended by P.L. 90-575; as amended by P.L. 92-318 of the Higher Education Act of 1972 (20 U.S.C. 1087)	June 30, 1976

Funding History:	Year	Authorization	Appropriation
	1970	*	$ 1,540,000
	1971	*	1,600,000
	1972	$10,750,000	1,700,000
	1973	10,750,000	10,750,000
	1974	10,750,000	10,750,000
	1975	10,750,000	10,750,000
	1976	10,750,000	10,750,000

* One percent of the College Work-Study appropriation was authorized to be used in support of Cooperative Education programs at higher education institutions.

Program Goals and Objectives:

The purpose of this program is to assist some institutions of higher education in establishing, strengthening or expanding on their campuses Cooperative Education programs which alternate full-time academic study with periods of full-time employment. The purpose of such student employment is to enable students to obtain funds for their education and to the extent possible work experience related to their academic or occupational objective.

The legislation for this program in addition authorizes grants for training and research, the purpose of which is to train Cooperative Education administrators and to seek methods of improving Cooperative Education programs.

Program Operations:

Under the Cooperative Education program, grants are awarded to institutions on a proposal basis, with an institution eligible to receive grants for three years. Awards cannot exceed $75,000 and funds must not be used as compensation for student employment. Salaries and other administrative expenses for Cooperative Education administrators are payable from grants funds.

The institutions of higher education assume the responsibility for assigning the student to a job relevant to his academic program and providing supervision during the work period. The institution evaluates, with employer input, the student's job performance and in some cases awards academic credit for the work experience. In other cases the kind and extent of work experience is recorded on the transcript.

Program Scope:

In FY 1975, of the 731 proposals submitted, 327 were acted on favorably. 307 awards were made to institutions for program administration and strengthening, 14 went towards the training of Cooperative Education coordinators and six towards research. Of the 307 awards for administration and strengthening, 94 went to two-year public, 104 to four-year public, 17 to two-year private, and 87 to four-year private institutions.

Program Effectiveness and Progress:

The National Commission of Cooperative Education reports that there are in 1975 954 institutions of higher education which have or are planning to have Cooperative Education programs. 230 of these have not yet placed a student on a work experience. The remaining 724 have placed approximately 165,000 students with approximately 15,000 employers. Federal funds have facilitated this in slightly more than one-half of the 724 programs which probably affect somewhat less than one-half of the Coop students inasmuch as the average size of the older more well-established programs is larger than the average size of the newer ones.

A recent and modest federally funded planning study by Consad Research Corporation highlighted several findings of importance for program operations and evaluation. The report consisted of eight detailed case studies of diverse Cooperative Education programs. Programs were chosen for the study because they were perceived by experts to be successful. While this proved to be the case for some, the study found that others fell short of the ideal Cooperative Education and in fact, were little more than student financial assistance programs.

At least with regard to the eight institutions visited, there appeared to be no overriding or single purpose, philosophy, or program structure for Cooperative Education programs.

When a program embraced more than one goal, it was possible for some to be in conflict with one another. Implications of study findings include:

1. It is imperative for each institution to recognize the potential conflict in its goals and to rank its goals in priority order, e.g. financial aid, career exploration, skills development, etc.

2. Institutions must also consider the objectives and priorities of the other two participants in Cooperative Education, the students and employers, in developing and operating their programs.

Ongoing and Planned Evaluation Studies:

Congress has mandated a nationwide study of Cooperative Education as part of the HEW Appropriation Act for FY 1975. Applied Management Sciences of Silver Spring, Maryland has been awarded a contract to conduct the mandated study. As a result, a more formal and extensive evaluation of Cooperative Education programs which have received federal funding will be part of the FY 1975 evaluation.

Sources of Evaluation Data:

Program files, Bureau of Postsecondary Education.

Consad Research Corporation, Cooperative Education Planning Study, HEW-OS-262.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Guaranteed Student Loan Program

Legislation:

Title IV-B, Higher Education Act of 1965, as amended, Public Law 89-329, as amended; Emergency Insured Student Loan Act of 1969; Public Law 91-95 as amended

Expiration Date:

June 30, 1976

Funding History:

Year	Loan Volume		Obligations 1/		Appropriation 1/	
1966	$ 77,492,000	2/	$ -		$ 9,500,000	2/
1967	249,235,000	2/	15,632,000		43,000,000	2/
1968	459,377,000	2/	39,937,000		40,000,000	2/
1969	686,676,000		60,571,000		76,400,000	
1970	839,666,000		118,387,000		74,726,000	
1971	1,043,991,000		135,616,000		163,400,000	
1972	1,301,577,000		228,708,000		212,765,000	
1973	1,198,523,000		304,237,000		291,640,000	
1974	982,000,000	3/	422,581,000		398,668,000	
1975	1,022,000,000	3/	505,914,271		580,000,000	
1976	1,147,000,000	3/	543,413,000	(Est.)	653,787,000	

1/ Includes: advances for reserve funds, expenditures for interest payments, death and disability claims, special allowance, bankruptcy claims and default claims. Costs for computer services and other S & E items are not included.

2/ Includes loans primarily carried under Vocational Education.

3/ Disbursed loan volume rather than commitments for prior years.

Program Goals and Objectives:

The objective of the Program is to provide loans to students attending eligible institutions of higher education, vocational, technical, business and trade schools, and eligible foreign institutions. This Program is designed to utilize private loan capital supplied primarily by commercial lenders but also by some educational institutions acting as direct lenders. These loans are guaranteed either by individual State agencies (reinsured by the Federal government) or directly by the Office of Education. The objective of such guarantees is to provide a substitute for collateral which is generally unavailable from students. This permits lenders to make loans directly to students (not their families) without these students having to establish credit ratings. The goal is to provide the broadest possible access to loan capital without the usual constraints of credit-worthiness and provision of collateral to secure the loan. Such broad access to loan capital is intended to provide freer access by students to postsecondary education and a wider choice in the types of institutions attended. Guaranteed loans are an important supplement to other Office of Education programs of student financial aid, providing low-income students with an additional source of funds and providing many middle and upper middle-income students with their only source of Federal assistance.

Program Operations:

The principal of the loan is provided by participating lending institutions such as commercial banks, savings and loan association, credit unions, insurance companies, pension funds, and eligible educational institutions. The loan is guaranteed by a State or private non-profit agency or insured by the Federal government.

Loan programs are nearly equally divided between those insured by States and reinsured (80 percent) by the Federal government and those directly insured by the Federal government. A student is eligible if he is enrolled and in good standing or accepted for enrollment at least half time at an eligible institution and is a United States citizen or is in the United States for other than a temporary purpose and intends to become a permanent resident thereof. The total aggregate of loans outstanding cannot exceed $7,500 for undergraduate students and $10,000 for graduate students including undergraduate loans. Students are eligible for Federal interest benefits if their adjusted family income is under $15,000 and they seek loans of not more than $2,000 in any academic year. A student not meeting these conditions may apply for Federal interest benefits by submitting to the lender a recommendation by the educational institution as to the amount needed by the student to meet his educational costs. After considering the recommendation, the lender will determine the amount of the loan. For students found eligible for interest benefits, the Federal government will pay to the lender the total interest due prior to the beginning of the repayment period and during authorized deferment periods thereafter. Students not eligible for Federal interest benefits may still apply for a loan but will have to pay their own interest. The student pays the total interest at an annual percentage rate of 7% during the repayment period which begins 9-12 months after graduation or withdrawal from school. Deferment of repayment of principal is allowed for return to school as a full-time student and up to three years for military service, Peace Corps, or VISTA participation. Minimum repayment period is generally five years, the maximum being ten years. The maximum loan period is fifteen years.

A special allowance is authorized to be paid to lenders when the Secretary determines that economic conditions are impeding or threatening to impede the fulfillment of the purposes of the Program and that the return to the lender is less than equitable. The rate which is determined quarterly may not exceed 3% per annum on the average quarterly unpaid balance of principal loans disbursed on or after August 1, 1969.

Program Scope:

Loans are provided to students attending 3,799 eligible institutions of higher education, 4,283 vocational, technical, business, and trade schools, and 804 foreign educational institutions. Many different types of institutions participate as lenders in GSLP. By percent of total loan disbursement volume, the following types constituted the major portion of FISLP lending in FY 1974:

Type of Lending Institution	% of FY 1974 Disbursements
Proprietary Vocational Schools	33.4
National Banks	22.7
State Banks (FDIC)	23.3
Institutions of Higher Education	4.7
Direct State Loan Programs	4.4
all other types	11.5
	100.0 percent

In Fiscal Year 1975 over 19,000 institutions were approved for lending, and 429,000 Federal loans as well as 472,000 State and other loans totalling 901,000 were disbursed. The total amount of loan disbursements was $1,182,000,000, $562 million of which was Federal and $620 million of which was State and other. The amount of the average loan was $1,312. FISLP is operating in 28 states.

Of the total FY 1975 obligations, $326 million went to interest benefits and Special Allowance payments, $3.3 million for death and disability payments, and $5.3 million for bankruptcy losses, and $111.2 million for the Student Loan Insurance Fund for the payment of defaulted claims.

Program Effectiveness and Progress:

Program effectiveness can be partially measured by indicating the distribution of loans among borrowers with different characteristics in order to determine whether use of these loans meets the objective of broad access to loan capital. These distributions can be compared with those of other student assistance programs which are, by design, targeted to students from lower income families. An additional measure of the Program's progress is reduction in the default rate.

In FY 1974, 21.6 percent of FISLP borrowers (both dependent and independent students) were from families with adjusted family income less than $3,000. 24.9 percent had family incomes between $3,000 and $6,000, 19.6 percent were from families between $6,000 and $9,000 of incomes, 11.1

percent from families having $9,000-$12,000 income, 6.1 percent between $12,000 and $15,000, and 7.8 percent with adjusted gross family income over $15,000. 1/

The percent distribution of FISLP loans disbursed by ethno-racial category was: 11.6 percent Black; 2.6 percent Spanish American; .5 percent Oriental American; and 77.9 percent White; and 7.4 percent not responding. Approximately 66 percent of loans are to males and 34 percent to females. 44 percent of loans go to first year students, 15 percent to second year students, 16 percent to third year students, 14 percent to fourth and fifth year students, and 11 percent to graduate students. The average age of borrowers has been increasing as proprietary schools participated more intensively in the program and 26 percent of all borrowers in FY 1973 were 27 years of age of older. Approximately 57 percent of borrowers were single.

The default rate for the Federally Insured Student Loan Program has been increasing in recent years, primarily because of high defaults among borrowers attending Proprietary (vocational) institutions. Default rates increased from 13.9 percent in FY 1974 to 16.5 percent in FY 1975 and are estimated to reach 16.7 percent in the current (FY 1976) year. Because of new Program regulations and increased administrative efficiency, however, the FISLP default rate is projected to decrease from 17.0 percent in FY 1977 to 13.0 percent in FY 1981.

Ongoing and Planned Evaluations:

GSLP has been utilizing a linear projection model to estimate future year claims, interest and special allowance benefits. Benn Associates, Inc. of Washington, D. C. is currently developing a more technically sophisticated estimation model.

Resource Management Corporation, Bethesda, Maryland is completing a Survey of Lenders in which 792 lenders receive questionnaires covering a broad range of administrative and procedural topics relating to their participation in the program. A final report will be available in December, 1975.

Systems Group, Inc., Washington, D. C. is performing eight separate analyses on the GSLP data base. These include analyses of lender participation, minority student participation, default rates of institutions adjusted for minority status and income, and a profile of high default institutions. Results of these analyses will be made available as they are completed between November, 1975 and May, 1976.

1/ Adjusted family income is after exemptions and standard or itemized deductions. These adjustments vary considerably between lower and higher income categories. The first two income categories ($0-3,000, $3,000-6,000) contain a much larger proportion of independent students than do the remaining income categories. Total of income percentages exclude 8.9 percent of borrowers for whom no income figure was reported.

A GSLP Loan Estimation Model has recently been completed by Systems Group, Inc., of Washington, D. C. The data base for the model will be updated by the Office of Guaranteed Student Loans and further special analyses of the historical data base will be undertaken during FY 1975 by Systems Group and others. The Survey of Lenders and Borrowers will be completed by May 1975. These separate surveys of a sample of lending institutions and of borrowers who are in repayment status are being conducted by Resource Management Corporation of Bethesda, Maryland. Preliminary analysis of selected questionnaire items will be available in January 1975.

Opinion Research Corporation, Princeton, New Jersey is completing development of a Research Data Base which will allow Program and other OE offices quick access to a 100,000 record data base which will be statistically representative of the entire FISLP file. This will permit extensive analysis of the data base for analytic purposes and for Congressional inquiries and testimony.

Source of Evaluation Data:

GSLP Data Base, FY 1968-1974; Resource Management Corporation Survey of Lenders, 1975.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

National Direct Student Loan Program

Legislation:

Title IV, Part E of the HEA 1965 Public Law 89-329, as amended. 3/

Expiration Date:

June 30, 1976

Funding History:

Year	Authorization 1/	Appropriation 2/
1966	$179,300,000	$181,550,000
1967	190,000,000	192,000,000
1968	225,000,000	193,400,000
1969	210,000,000	193,400,000
1970	325,000,000	195,460,000
1971	375,000,000	243,000,000
1972	375,000,000	316,600,000 4/
1973	400,000,000	293,000,000 5/
1974	400,000,000	298,000,000
1975	400,000,000	329,440,000
1976	400,000,000	331,960,000

1/ Authorization for Federal capital contributions to loan funds only. In addition, a total of $25,000,000 was authorized for loans to institutions from Fiscal Year 1959 through the duration of the Act.

2/ Appropriation includes contributions to loan funds, loans to institutions, and Federal payments to reimburse institutions for teacher/military cancellations.

3/ Prior to FY 1973, the program was known as the National Defense Student Loan Program. Title II of NDEA of 1958 as amended (P.L. 85-864)

4/ Actual FY 1972 appropriation was $316,600,000. However 23.6 million was mandated to be used during FY 1973. The difference of $293.0 million was made available for use during FY 1972, of which $286 million was for contribution to loan funds.

5/ Of this amount $269,400,000 was available for use in FY 1973 and $23,600,000 was mandated for FY 1974.

Program Goals and Objectives:

The objective of the Program is to allocate funds to postsecondary institutions for the purpose of making long-term, low-interest loans to students with financial need. These loans are to provide lower-income students with an additional source of funds for access to postsecondary education and to help provide middle-income students with another source of funds with which they may choose a broader range of institutions. Such loans complement other forms of student financial assistance such as Basic and Supplemental Educational Opportunity Grants, College Work-Study, and Guaranteed Student Loans.

Program Operations:

Funding is initially allotted to States by means of an allotment formula and by regulation. Funding levels for institutions within each State are recommended by regional review panels consisting of OE Program Officers from the regional and national offices and financial aid officers selected from institutions in that region. Recommended funding levels are generally in excess of the annual NDSL allotment for a State. In such cases, the entire group of institutions within a State receives less than 100 percent of their panel approved amount. However, each institution within that group receives a pro-rated reduction in its allocation which, in percentage, is equal to that of every other institution in the State. Institutions often distribute NDS loans in conjunction with other forms of financial aid and financial aid officers "package" these various aid components in different ways depending on available funds and student circumstances. Students may borrow a total of: (a) $2,500 if they are enrolled in a vocational program or if they have completed less than two years of a program leading to a bachelor's degree; (b) $5,000 if they are undergraduate students and have already completed two years of study toward a bachelor's degree (this total includes any amount borrowed under the NDSL for the first two years of study); (c) $10,000 for graduate or professional study (this total includes any amount borrowed under the NDSL for undergraduate study). Upon leaving the institution, students sign a repayment agreement which specifies the duration and amount of repayment. After a nine-month grace period following cessation of studies, the student begins repayment (on a monthly, bimonthly, or quarterly basis), normally over a ten year period. The borrower's ten year repayment period may be deferred not to exceed three years for service with VISTA, the Peace Corps, or military services.

A percentage of the total loan amount may be cancelled for individuals providing special services in specific teaching areas and for members of the Armed Forces of the United States' serving in areas of hositility.

Program Scope:

In Fiscal Year 1974, 2,643 institutions participated in the program. Institutional participation increased during the Fiscal Years 1975 and 1976 with 3,167 institutions participating in the latter fiscal year. The estimated average loan per student during these years ranged from $650 in Fiscal Year 1974, to $690 in Fiscal Years 1975 and 1976. Loans for the required matching institutional capital contributions were made to 101 institutions during Fiscal Year 1974 and 90 institutions during Fiscal Year 1975. Unedited data for Fiscal Year 1974 shows that new loan cancellations at the 10% rate were received by 76,928 borrowers and 115,392 by continuing borrowers. The number of new borrowers receiving cancellations at the 15% rate was 49,453 while 32,970 continuing borrowers received cancellations for a total of 274,743.

For Fiscal Year 1976 the aggregate U.S. requests for new Federal capital contributions exceeded final recommended amounts by 38%; while the actual program appropriation was sufficient only to fund 54% of the recommended funding level nation-wide.

Program Effectiveness and Progress:

Program effectiveness can be partially measured by analysis of the distributions of funds for various characteristics of student borrowers. Results from a study of higher education institutions included in the Higher Education Panel for Fiscal Year 1975 indicate that of all borrowers, 34 percent were dependent students from families with income less than $7,500. Also, borrowers are made up of equal amounts of men and women. Finally, less than 30 percent of all borrowers were from minority or ethnic groups.

Of all borrowers 6.1% were likely to be graduate students and 17.0% students classified as independent. 1/ Further breakdowns by type of institutions for each of these categories are indicated in Table II. (Previously, undergraduate independent and graduate students were included in gross family income categories. They were classified as low-income students on the basis of their own, rather than their families', income.)

These distributions appear to indicate that NDS loans are, in fact, going primarily to lower and lower middle income students although not to the same degree as funds awarded under the Basic Educational Opportunity Grants, College Work-Study or Supplemental Educational Opportunity Grant Programs.

With regard to the effectiveness of program operations, despite efforts taken by the Office of Education and Congress to reduce the likelihood of default, the NDSL delinquency rate continues to be of concern. OE Program data shows a national potential default rate of 14.1%, and delinquency rate of 10.5%, as of June 30, 1973.

Ongoing and Planned Evaluation Studies:

The Higher Education Research Institute of Los Angeles, California is currently engaged in the design of a study which will attempt to assess the impact of OE-sponsored student assistance programs.

1/ The HEP Survey did not include proprietary or public vocational schools which accounted for 2.8% of all student borrowers in FY 1974.

TABLE I

Characteristics of Participants in the National Direct Student Loan Program by Type and Control of Institution, 1974-75*
(In percentages)

		Public Institutions			
Characteristics	Total All Institutions	Total	Two-Year	Four-Year	University
Dependent Undergraduates					
Family Income					
Less than $7,500	30.8	34.0	38.0	35.8	29.7
$7,500 - 11,999	24.7	23.5	17.3	25.0	24.1
More than 11,999	21.4	13.7	5.9	14.7	15.6
Independent Undergraduates	17.0	22.8	38.8	19.8	20.3
Graduate Students	6.1	6.0	0	4.6	10.3
	100.0	100.0	100.0	100.0	100.0
		Private Institutions			
Dependent Undergraduates					
Family Income					
Less than $7,500		26.4	32.2	28.0	19.3
$7,500 - 11,999		26.3	26.8	27.6	21.6
More than 11,999		32.1	25.8	32.4	32.6
Independent Undergraduates		8.8	15.2	9.1	6.2
Graduate Students		6.4	0	2.8	20.3
		100.0	100.0	100.0	100.0

* Based on findings of the Higher Education Panel Survey No. 27.

Sources of Evaluation Data:

U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Higher Education. Factbook, 1974 Washington, D. C., 1973.

Higher Education Panel Reports, Number 18, American Council on Education. The Impact of Office of Education Student Assistance Program Fall, 1973. Washington, D. C., April 1974.

Program files, Division of Student Support and Special Programs.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Upward Bound Program

Legislation: **Expiration Date:**

Higher Education Act of 1965. Title IV-A Subpart 4; Public Law 89-329; as amended by Public Law 90-575; as amended by Public Law 91-230; as amended by Public Law 92-318.

June 30, 1976

Funding History:	Year	Authorization	Appropriation
	1965	*	*
	1966	*	*
	1967	*	*
	1968	*	*
	1969	*	*
	1970	$ 56,680,000	$29,601,000
	1971	96,000,000	30,000,000
	1972	96,000,000	31,000,000 2/
	1973	100,000,000	38,331,000
	1974	100,000,000	38,331,000
	1975	100,000,000	38,331,000
	1976 1/	100,000,000	38,331,000

* There were no specific authorizations or appropriations for Upward Bound during these years. This was an OEO agency allocation made from the total appropriations for Title II-A of the Economic Opportunity Act of 1964.

1/ Represents budget authority. Beginning in FY 1970 authorized funds were combined for the three programs of Special Services, Upward Bound, and Talent Search. A total of $100,000,000 is authorized for the three programs in FY 1976 plus Educational Opportunity Centers Program.

2/ Excludes $4 million supplemental appropriation for veterans projects.

Program Goals and Objectives:

The Upward Bound Program is intended for youths from low-income families who have academic potential, but who may lack adequate secondary school preparation. Without the intervention of the program, these students would not have considered college or other postsecondary enrollment, nor would they have been likely to have gained admission to or successfully completed college or other postsecondary schools. The program is designed to generate skills and motivation necessary for success in education beyond high school.

The authorizing legislation for the Upward Bound Program, program regulations, and the Program Administration Manual (OE guidelines) use several important terms to describe the target population and goals for the program. Such critical terms or phrases as "academic potential," "inadequate secondary school preparation," and "skills and motivation necessary for success in education beyond high school" are difficult to define. Inadequate definition may cause wide and conflicting interpretation of the target population and the lack of specificity makes it difficult to measure the attainment of program objectives.

The General Accounting Office study of Upward Bound 1/ also found that the program lacked measurable objectives that clearly stated the expected end results of the program for student performance. GAO observed that local project objectives were usually vague and did not express in a measurable way the kinds and amount of change expected in students' academic skills and motivation.

In those cases where improvements in program operations can be made on the basis of the studies noted above, they have been included in the revision of program operations.

Program Operations:

Upward Bound is designed for the low-income high school student who, without the program, would not have considered college or other postsecondary school enrollment nor would he have been likely to have gained admission to and successfully completed a two or four-year college or other postsecondary school. In a typical year an Upward Bound student is a resident on a college or university, or secondary school campus for a six to eight-week summer session. In the academic year he may attend Saturday classes or tutorial/counseling sessions or participate in cultural enrichment activities. During his junior and senior years he explores options for the postsecondary program best suited to his needs.

Upward Bound looks for the individual who has academic potential (a demonstrated aptitude) for a career which demands postsecondary education, but whose inadequate high school preparation prevents him from meeting conventional requirements for admission to a college, university, or technical institute. The program is designed to generate skills by means of remedial instruction, altered curriculum, tutoring, cultural exposure and encouragement and counseling.

Some program aspects include (1) coordination, where feasible, of Talent Search, Upward Bound, Educational Opportunity Centers, and Special Services for Disadvantaged Students; (2) projects to help students overcome motivational and academic barriers to acceptance at, and success in, a two or four-year college or other postsecondary school.

Upward Bound is a project grant program which works primarily through institutions of higher education and, in exceptional cases, secondary schools to provide educational services to disadvantaged youth. The program is administered chiefly through the regional offices and, in part, through the OE central office. Awards are made competitively and multi-year funding is practised. Existing Upward Bound projects receive priority for re-funding. The program is forward-funded and no matching grants are required of grantees. There are 403 projects, but 52 of these are the Special Veterans Upward Bound projects. Average award per project is about $95,000 and average federal cost per student is about $968. 2/

Program Scope:

In Program Year 1975-76, 403 Upward Bound projects were funded (2 new projects and 401 continuing projects) with an average grant of $95,000. Numbers of students aided by Upward Bound in Program Year 1975-76 are not yet available, but in Program Year 1974-75 the program aided an estimated 48,603 students (16,299 new and 32,304 continuing). (The Special Veterans projects also provided Talent Search type services to approximately 18,000 additional persons.) An estimated 10,914 students were graduated from high school in calendar year 1974. About 71 percent of the graduates planned to attend college or other postsecondary institutions. Upward Bound also expects to assist over 10,000 veterans in FY 1975-76 with Talent Search type services. 2/

The target population of individuals who can benefit from the services of Upward Bound is characterized by persons bearing many of the same traits or characteristics as persons in the target population for Talent Search. Both programs attempt to expand the educational opportunities of persons having low incomes, cultural or language differences, and educational potential, and they both include these factors as legitimate criteria for admission to a project. Therefore, a single target population has been estimated for both programs jointly, based upon factors which are mutual for the two programs.

The target population in 1970 consisted of 3,880,000 persons whose family income was below the poverty cutoff, whose highest grade attended was between grades 6 and 12, and who were between 14 and 24 years old. Of the 203,212,000 persons in the U.S. in 1970, 38,600,000 persons, or 19 percent of the U.S. population, were between 14 and 24 years old. Of these 38,600,000 persons, grades 6 through 12 were the highest grade attended for

28,300,000 persons, or 73 percent. These 28,300,000 persons are further classified according to poverty status. Of these 28,300,000 persons, the family incomes in 1969 of 3,880,000 were below the poverty cutoff. Thus, in 1970 the Upward Bound and Talent Search target population was 3,880,000 persons, or two percent of the total U.S. population.

Of the 3,880,000 persons in the target population, 54 percent are females and 46 percent are males, compared with the 51 percent female and 49 percent male composition of the total U.S. population. The composition of the target population by ethno-racial background is 54 percent white, 36 percent black, and 10 percent Spanish descent. There are also 49,000 American Indians and 26,000 persons of other ethno-racial backgrounds estimated in the target population, but these two categories combined contain only two percent of the target population.

The target population declined from 3,880,000 in 1970 to 3,340,000 in 1974. By ethno-racial background, the target population of whites is estimated to have declined from 2,083,000 to 2,045,000 persons, and the target population of blacks declined from 1,351,000 to 1,213,000. Even accounting for the 540,000 person decline in the target population from 1970 to 1974, the percent of the target population served by Upward Bound and Talent Search programs in the 1973-74 program year remains small; 4.8 percent for blacks, 1.3 percent for whites, and 3.6 percent for the total population.

The coverage of the target population has also been estimated by OE region, and the coverage has been found to vary from a low of two percent in Region IV (Atlanta) to a high of eleven percent in Region X (Seattle), and averages about four percent in the U.S. (based upon a target population estimated at 3,880,000).

(This discussion of the target population is drawn from the current study of the Upward Bound and Talent Search programs. 3/)

Program Effectiveness and Progress:

The latest available program data 2/ shows that in 1974 almost eleven thousand (10,914) Upward Bound participants completed high school and that about 70 percent of these were planning on entering some form of postsecondary education--mostly college (65 percent). About 6,300 (58 percent) of the 1974 graduates actually enrolled in college the same year. Although the recent General Accounting Office study of Upward Bound reported a 10 percent overestimate of college entrance by the program, this was based on a 15 project sample selected by GAO. These 15 projects, however, were not selected by scientific sampling techniques and cannot be considered representative of the Upward Bound program. 1/

The current evaluation of Upward Bound 4/ provides the most recent, comprehensive, and scientifically accurate statistics about the program, on the nature of the students in the program, and their educational outcomes. These statistics are based on a national probability sample of more than 3,400 Upward Bound students in the tenth, eleventh, and twelfth grades and a comparison group of about 2,000 similar students who did not participate in the program. While the analysis and reporting of all data collected are not yet complete, some important findings can be summarized briefly at this time.

First a descriptive profile of Upward Bound students as found by the study:

Variable	Percentages
Sex	
Male	44 %
Female	56 %
Race	
Black	61 %
White	18 %
Other	20 %
Indeterminate	1 %
Age	
15	7 %
16	22 %
17	36 %
18	26 %
19	6 %
Other	3 %

Variable	Percentages
Poverty Level *	64.5 %
Not Poverty Level	22.5 %
Indeterminate	13 %
Academic Risk **	45 %
Not Academic Risk	54 %
Indeterminate	1 %
Grade Level	
10	14 %
11	38 %
12	45 %
Indeterminate	3 %

* Poverty status was assigned to all students with family income under $4,000; $4,000-5,999 if 4 or more children; $6,000-7,999 if 8 or more children; above $8,000 all were non-poor.

** Student was classified academic risk if his ninth grade academic GPA placed him in the bottom half of his class. If academic GPA could not be computed then a student was classified as an academic risk only if he failed to pass 20 percent or more of the academic courses which he attempted.

Females and blacks predominate, most Upward Bound students are 16 to 18 years old, almost two-thirds are below the poverty level, and slightly more than half were judged not to be academic risk students. Almost half were twelfth graders at the time of survey.

Upward Bound students were compared in several ways to the similar (comparison group) students who had not participated in the program. The most important of these were high school continuation and completion and entrance to postsecondary education. Upward Bound participation was found to be related to within year high school retention/completion (fall 1973 to spring 1974), and, somewhat less so, to high school retention/completion between fall 1973 and fall 1974. Between year high school retention/completion (fall 1973 to fall 1974) was found to be about 90 percent for the Upward Bound group and almost as high (89 percent) for the comparison group students. Although some of these within year and between year differences for tenth, eleventh, and twelfth grade Upward Bound students were of statistical significance they were not of practical, educational significance with one exception. The exception was students who entered Upward Bound in the tenth grade or earlier; substantially more of these students (93.4 percent) returned to high school the next fall than did the tenth grade comparison group (85.5 percent) for a difference in favor of the Upward Bound group of about 8 percent. Such a difference approaches practical, educational significance. Overall, however, the statistical probability of high school completion for Upward Bound participants is not more than for the comparison group, with a probability of about 70 percent for both groups.

A pronounced difference in entrance to postsecondary education was found as a function of Upward Bound participation. Length of participation in Upward Bound was also positively related to postsecondary enrollment. Overall, Upward Bound high school graduates in the study sample entered some form of postsecondary education at a rate of about 71 percent, whereas the comparison group of high school graduates entered at a rate of about 47 percent. Graduates who entered Upward Bound by the tenth grade entered postsecondary education at a rate of 78 percent, but those who joined Upward Bound in the eleventh or twelfth grades had a significantly lower postsecondary enrollment rate of about 69 percent. Both groups, of course, showed large positive differences over the comparison group.

The above rates of postsecondary entrance are for those Upward Bound and comparison group students who have completed high school. Probabilities for postsecondary enrollment are also given in the study calculated by the high school grade at the time of entrance to Upward Bound. Unlike the rates of entrance for the high school graduates reported above, these probabilities include high school attrition by the student groups. The comparison group students (non-participants in the program) had a probability, overall of postsecondary enrollment of about .32, whereas the probabilities for students who entered Upward Bound by the tenth (or earlier), eleventh, and twelfth grades were .60, .53, and .47, respectively. These probabilities are of practical educational significance both between the Upward Bound and comparison groups overall, and between those who entered Upward Bound by the tenth grade or earlier and those who entered later. Clearly, Upward Bound has large positive influence on postsecondary entrance, and the earlier (or longer) the student is exposed to Upward Bound the greater the impact on access to postsecondary education.

The ongoing evaluation of Upward Bound obtained the types of postsecondary schools that the Upward Bound and comparison group students entered in fall 1974. These results are compared in the table below.

	Upward Bound %	Comparison Group %	Standard Error of the differences between each comparison %
Four-Year Colleges	75.7	45.1	5.2
Two-Year Colleges	17.2	31.3	5.8
Vocational, Technical and Business Schools requiring a high school diploma	3.3	8.0	2.8 *
Vocational, Technical and Business Schools not requiring a high school diploma	4.8	16.3	3.9

* Not statistically significant. All other comparisons are statistically significant at twice the standard error which results in a 95 percent level of confidence for these comparisons between the two groups.

Upward Bound enrolled a much larger proportion of its students in four-year colleges than did the comparison group of students, and fewer in two-year colleges and non-collegiate vocational, technical, and business schools (except for such schools that require a high school diploma, where the difference is not large enough to be statistically significant).

Upward Bound is charged by its legislation with generating in the program participants the skills and motivation necessary for success in education beyond high school. This goal is the largest remaining question about the effectiveness of Upward Bound--as expressed in the college performance and retention of former program participants. The GAO review of the program data on college graduation and retention of former Upward Bound students concluded that the program was substantially overestimating the college retention of these students. This issue has not yet been addressed in the current evaluation of the program. A follow-up study of the Upward Bound and comparison student samples is planned for FY 1977. This follow-up should provide the best statistics available to resolve this question. Other areas of debate about Upward Bound's effectiveness remain and are not discussed here, but much of this is to be addressed in the current evaluation and will be reported in the FY 1975 Annual Evaluation Report.

Ongoing and Planned Evaluation Studies:

An evaluation of the Upward Bound program by the Research Triangle Institute is almost complete, and the final report of the study should be available early in 1976. A follow-up of the students in the Upward Bound study is planned for FY 1977.

Sources of Evaluation Data:

1. General Accounting Office, *Problems of the Upward Bound Program in Preparing Disadvantaged Students for a Postsecondary Education*, March 7, 1974, Washington, D. C.
2. *Upward Bound Program Files*.
3. *Estimates of the Target Populations for Upward Bound and the Talent Search Programs*, Volume II of *A Study of the National Upward Bound and Talent Search Programs*, Research Triangle Institute, Research Triangle Park, North Carolina, 1975 (draft final report).
4. *A Study of the National Upward Bound and Talent Search Programs*, Research Triangle Institute, Research Triangle Park, North Carolina, 1975 (draft final report).

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Talent Search Program

Legislation:

Higher Education Act of 1965. Title IV-A, Subpart 4; Public Law 89-329; as amended by Public Law 90-575; as amended by Public Law 91-230; as amended by Public Law 92-318.

Expiration Date:

June 30, 1976

Funding History:	Year	Authorization	Appropriation
	1966	*	$2,000,000
	1967	*	2,500,000
	1968	*	4,000,000
	1969	$ 4,000,000	4,000,000
	1970 1/	56,680,000	5,000,000
	1971	96,000,000	5,000,000
	1972	96,000,000	5,000,000
	1973	100,000,000	6,000,000
	1974	100,000,000	6,000,000
	1975	100,000,000	6,000,000
	1976	100,000,000	6,000,000

* Such sums as may be necessary.

1/ Represents budget authority. Beginning in FY 1970 funds authorized were combined for the three programs of Special Services, Upward Bound, and Talent Search. In FY 1976 a total of $100,000,000 is authorized for these three programs, plus the Educational Opportunity Centers Program.

Program Goals and Objectives:

Talent Search programs are intended to identify qualified youths of financial or cultural need with an exceptional potential for postsecondary educational training and encourage them to complete secondary school and undertake postsecondary educational training. The program also publicizes student financial aid programs and encourages secondary-school or college dropouts of demonstrated aptitude to reenter educational programs. The goal of this program is to equalize postsecondary educational opportunities for disadvantaged students.

The authorizing legislation for the Talent Search Program, program regulations, and the Program Administration Manual (OE guidelines) use several important terms to describe the target population and goals for the program. Such critical terms or phrases as "cultural need," "exceptional potential," and "demonstrated aptitude" are difficult to define. Inadequate definition may cause wide and conflicting interpretation of the target population, and the lack of specificity makes it difficult to measure the attainment of program objectives.

The lack of specific, measurable objectives also raises questions concerning the evaluative criteria applied to individual projects and the total program. Such imprecise and unmeasurable objectives can lead to vaguely defined programs with obscure effects.

Program Operations:

Talent Search is a project grant program which works through institutions of higher education, public and private agencies and organizations to provide services to disadvantaged youth in secondary schools or who are dropouts. The program is managed principally through the regional offices and partly through the OE central office. Awards are made competitively. Existing Talent Search projects receive priority for re-funding. The program is forward-funded and no matching grants are required of grantees.

The local projects operate a recruiting effort to identify youths who need the program's services and counsel them about opportunities for furthering their education.

The recent study of the program 1/ showed that all project directors expressed a fundamental philosophic concern with educational opportunities for the minorities and the educationally disadvantaged. Their stated objectives focused on improving this group's educational and vocational status and self-perception, and increasing school- and community-awareness of their needs. Given this common base, all projects provided services intended to encourage clients to aspire to a postsecondary education.

The number and kinds of services provided clients varied considerably across projects classified by size, ethnicity and location of majority of clients, type of host institution, age, and USOE region location. However, all projects generally: encouraged the completion of high school and the attainment of a postsecondary education; provided information on educational opportunities and financial assistance; and assisted in the mechanics of applying for admission and financial aid. To a more limited extent, projects provided follow-up activities and assistance to insure that clients actually: enrolled in postsecondary institutions; reached the campus and began their studies; and became adjusted and oriented to the campus.

In receiving these services, about one-sixth of the clients had had only one contact with Talent Search, about one-half had had two to five contacts, and about one-third had had six or more contacts. 1/

Program Scope:

The target population of this program has been estimated at approximately four million persons. This population includes all persons from 14 to 24 years of age, whose highest grade attended in school was between grade 6 and grade 12, and whose family income is below the poverty level. Only about 4 percent of this population is now being served by the Talent Search program. 2/ (This definition does not attempt to cope with the problem of including possible clients due to "cultural need.")

During academic year 1975-76, 116 projects were funded with the $6 million appropriation; of these projects 111 are continuing and 5 are new. Average cost per project was about $52,000, and average cost per client was estimated by the program at $41, based on the estimated total of 146,000 clients to be served. 3/

Clients from many ethnic groups were served, i.e., blacks, American Indians, Orientals, Mexican-Americans, Puerto Ricans, whites, others of Spanish descendent, and Eskimos. Forty-one percent of the clients were black; the remaining clients were divided approximately equally between American Indians, Mexican-Americans, and whites. Approximately two-thirds of the clients were ages 17 or 18, and about one-half were enrolled in grade 12. More females than males were served. Most clients were unemployed, and about half had family incomes in 1973 of less than $6,000. A small portion, roughly 10 percent, had family incomes of $9,000 or more. For most clients, Talent Search was the first special educational assistance received. 1/

Program Effectiveness and Progress:

In the 1974-75 academic year, 42,404 clients were placed in postsecondary education. About 13,000 actual or potential dropouts were persuaded to return to school or college. Slightly more than 3,600 were enrolled in high school equivalency programs. In addition, 12,782 veterans were placed in postsecondary education and 7,117 were enrolled in high school equivalency programs through the Talent Search effort of the Special Veterans component of the Upward Bound program. 3/

The just concluded evaluation 1/ of the Talent Search Program shows that, given the fuzzy definition of the target population and the lack of measurable objectives, virtually any person requesting assistance was served--most of whom were determined to be eligible by virtue of low income and related criteria (approximately 80 percent). The required "exceptional potential" criteria was applied to approximately a third of the clients. When this criteria was applied, it was often defined as a non-academic measure or personal judgment. Several projects, however, reported the use of traditional academic measures (test scores, grades, class rank, etc.) in determining "exceptional potential." Thirty-five percent of the project directors expressed dissatisfaction with the guidelines for defining the target population. Most of this dissatisfaction was directed at the "restrictive" and "unrealistic" nature of the low-income criteria. (These income criteria could be bypassed in many instances by applying the cultural need criterion.)

Project directors reported in the study much confusion with accounting for project achievements due to the ambiguity over the official OE definition of a program "client." Very few project directors (9 percent) reported using the OE definition of a client. Thirty-four percent of the respondents did not follow the "2 contact" requirement--18 percent required only 1 contact and 16 percent required at least 3 contacts. Compliance with the requirement that a contact be defined as "sustained counsel by the project director or by his representative" also varied across projects. More specifically, 38 percent of the directors reported that their definition of a contact included telephone contacts or group meetings or letter contacts. Several raised the issue: since clients were often served through a single contact, and since a great deal of staff was utilized in letter or telephone contacts, why should these interactions not be counted as legitimate contacts?

The study of the program assessed project files at grantee sites to determine their adequacy and to validate program data. The content and organization of the client record files varied considerably across projects. Files in certain projects were comprehensive and complete and data were collected and filed in an organized manner; whereas the files in other projects contained little information, often collected and filed in a haphazard fashion. Overall, client records and project files were in less than satisfactory condition. Most files generally contained such basic descriptive data as the client's age, sex, ethnicity, and grade level. However, data critical to determining a client's eligibility for the program, his application for and attainment of financial aid or postsecondary admission, his strengths and weaknesses, and his achievement of other Talent Search objectives were often incomplete or missing.

The limited degree to which these kinds of information were recorded in the client files, and survey findings of the postsecondary status of former clients, raises a general question as to the effectiveness of Talent Search counseling services and follow-up activities. Approximately three-fourths of the students reported by the projects to have enrolled in postsecondary institutions between 1 July and 31 December 1973 had actually enrolled. And about three-fourths of these verified enrollees were still enrolled in the spring of 1974. (Most of those who were not enrolled in the spring had dropped out of their own choice.) The percent of initial enrollees varied across institution types (higher percents in private as opposed to public institutions), as did the percent of enrollees who remained in the spring (higher percents in four-year as opposed to two-year institutions). It appears, therefore, that greater effort is required to match clients to the institutions where they may most likely fulfill their aspirations. While counselors encouraged clients to apply to institutions where they felt they could be accepted and could handle the challenge in general terms, there appeared to be a need for more academic counseling and better matching of individuals to educational programs. Related to this, there appears to be a tendency for project personnel to recommend a specified set of institutions to clients; while this has certain obvious advantages, it may also limit the educational prospects for program clients.

Costs for the program were also analyzed by the study contractor. The analysis of the sources and uses of funds provided a descriptive profile of the financial characteristics of Talent Search projects. Data summarized for 96 projects indicated that the average total cost, including in-kind payments and contributions, was $74,000 per project for the 1973 program year. Of the $63,700 in cost allocation by sources and uses of funds, 84 percent was funded by USOE; the primary use of those USOE funds was to meet personnel costs, which accounted for 75 percent of the reported costs.

Although the average total costs, including in-kind payments and contributions, was $74,000, individual project total costs ranged from $6,000 to $331,000. Factors analyzed for their contribution to the variation included the number of clients served by the project, the proximity of the clients to the project, and the type of host institution. Of those variables examined, only the association between project costs and the number of clients produced a statistically significant relationship. Including in-kind contributions, Talent Search projects incurred a fixed cost of $42,730 per year and a variable cost of $24.81 per client to implement the program during the 1973 program year. The number of clients in a project explained a majority (55%) of the variation in reported costs per client which ranged from $23 to $481. The analysis showed that a 10 percent increase in the number of clients in a project was associated with a 6 percent reduction in reported cost per client. The relationship between costs per client and project location and population characteristics was not significant.

In addition to those already described, a number of Talent Search program strengths and weaknesses were identified by the study:

1. The recruitment strategy appears effective in getting to a sizable number of contacts in the target populations of interest. This strategy involves a concerted effort to motivate an interest in further education among disadvantaged youths.

2. Projects engage in a series of standard services, encompassing dissemination of information, assistance in the application process, obtaining of financial aid, and personal counseling. This appears to be the essence of Talent Search.

3. Effective relationships were developed with a standard group of institutions to which clients applied and which many then attended. This suggests that the program had found institutions responsive to the needs of the disadvantaged.

4. Staff appeared dedicated to program goals and objectives; their cohesion and interaction appeared to be adequate, although there was little staff training provided and considerable staff turnover.

5. The populations being served may merit further consideration, in view of the criteria employed in selecting clients; i.e., Talent Search does not so much seek out eligible or special individuals as it serves those who respond to it. Also, further attention may be given to the usefulness of criteria for selecting clients in terms of potential for continued education.

6. There appears to be a need to make greater efforts to match clients to the institutions where they may most likely fulfill their aspirations.

7. Adequate funding for the activities undertaken appears to be a need in many projects. This is related to an apparent effort on the part of many of them to serve large areas and large populations, and the resulting circumstance that many clients are seen only very seldom.

8. Communication with the USOE regional offices could be enhanced by greater attention to the considerable technical and support needs of individual projects in each region. From the standpoint of both the national and regional offices responsible for Talent Search, there appears to be a need for more extensive monitoring, more technical assistance, provision of feedback to and among individual projects, and development of models which can serve as a means for continuing redefinition and refinement of the program.

9. While positive impact on schools and postsecondary institutions has been perceived as a program accomplishment, a relatively small amount of such impact was reported. Also, some negative impact was reported in that there appeared to be a tendency in some high schools to come to depend upon Talent Search to do the school's job in providing counseling and counseling-related services to disadvantaged students.

10. The qualifications of staff members to provide a number of services may be questioned in view of the findings. Personnel overall appear to be ill-equipped to handle such matters as academic counseling, career guidance, testing, and interpretation of educational and aptitude data.

The study of the Talent Search program was a descriptive study, including a survey of college registrars to validate the postsecondary enrollment of former Talent Search clients. Since it was a descriptive study, without a control group of youths similar to those served by the program but who did not have access to the program's services, an assessment of the program's impact on high school retention and college entrance cannot be done. Consequently, it cannot be asserted, based on the study, that the program does or does not place students in college who would not have enrolled without the program's services. 1/

Overall, the program seems to suffer from a lack of clear definition and logic and its intervention models or strategies are not well-defined or coherent. These limitations can affect the attainment of program goals.

In those cases where improvements in program operations can be made on the basis of the study, they have been included in revised program regulations.

Ongoing and Planned Evaluation Studies:

A study of the Talent Search program by the Research Triangle Institute, Research Triangle Park, North Carolina, has just been completed. The final report will be available early in 1976.

Sources of Evaluation Data:

1. A Study of the National Upward Bound and Talent Search Programs, Research Triangle Institute, Research Triangle Park, North Carolina, 1975 (draft final report).

2. Estimates of the Target Populations for Upward Bound and the Talent Search Programs, Volume II of A Study of the National Upward Bound and Talent Search Programs, Research Triangle Institute, Research Triangle Park, North Carolina, 1975 (draft final report).

3. Program data.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Educational Opportunity Centers

Legislation:	**Expiration Date:**
Higher Education Act of 1965. Title IV-A, Subpart 4; as amended by Public Law 92-318.	June 30, 1976

Funding History:	Year	Authorization	Appropriation
	1974	1/	$3,000,000
	1975		3,000,000
	1976		3,000,000

1/ $100,000,000 is authorized for the four programs that comprise the Special Programs for Disadvantaged Students in Higher Education.

Program Goals and Objectives:

This program is intended to serve areas with major concentrations of low-income populations by providing, in coordination with other applicable programs and services:

> information with respect to financial and academic assistance available for persons in such areas desiring to pursue a program of postsecondary education;
>
> assistance to such persons in applying for admission to institutions, at which a program of postsecondary education is offered, including preparing necessary applications for use by admission and financial aid officer; and
>
> counseling services and tutorial and other necessary assistance to such persons while attending such institutions.

The centers also are to serve as recruiting and counseling pools to coordinate resources and staff efforts of institutions of higher education and of other institutions offering programs of postsecondary education, in admitting educationally disadvantaged persons.

The legislated goals for this program are somewhat confusing. As one of four Special Programs for Students from Disadvantaged Backgrounds, the Centers are included under the umbrella statement for all four, which states that services should be designed "to assist. . .youths from low-income families who have academic potential. . ." However, the specific language relating to the Educational Opportunity Centers program states that the program is to "serve areas with major concentrations of low-income populations. . ." but no further specification is given as to who is to be served by age, educational need, or by income class. Secondly, the program is to serve "educationally disadvantaged persons." But this term is vague and could include large numbers of middle-income and older persons who have not been part of the target population of these intervention programs heretofore. The Educational Opportunity Centers are presently attempting to serve all residents in their "service area" without regard to age or income.

Program Operations:

The Educational Opportunity Centers are a project grant program which works through public and private agencies and organizations to provide services to disadvantaged youths in their area. The program is managed through the OE central office. Awards are made competitively for one-year grant periods. The program is forward-funded and 25 percent matching grants are required of grantees.

The Centers operate a recruiting effort to identify persons who need the program's services and counsel them about opportunities for furthering their education. The Centers also provide remedial and tutorial services to assist these students to enter or to remain in postsecondary education.

Program Scope:

Academic year 1974-75 was the first year of operation for the centers and twelve centers were established with at least one in each of the ten OE regions. There were 32,239 persons served by the twelve centers at an average cost of $93 per client. Average cost per client at the twelve centers ranged from a low of $27 to a high of $297. The average grant per project is $250,000.

I. Total number of participants by project.		Estimated Cost per client
Massachusetts (I)	2,807	$116
New Jersey (II)	1,630	$153
New York (II)	10,982	$27
District of Columbia (III)	1,080	$277

Alabama (IV)	3,552	$70
Ohio (V)	985	$156
Texas (VI)	4,843	$52
New Mexico (VI)	590	$254
Missouri (VII)	2,615	$124
Colorado (VIII)	1,096	$228
California (IX)	1,507	$187
Washington (X)	552	$297
	32,239 TOTAL	$93 average cost per student

II. Total participants by ethnicity.

American Indian	699	2%
Black	14,508	45%
Asian American	193	1%
Spanish Descent		
Mexican American	1,629	5%
Puerto Rican	2,459	7%
Other	1,541	5%
White	9,478	29%
Other/Not Reported	1,732	6%
	32,239 TOTAL	100%

III. Total participants by sex

Male	14,244	44%
Female	17,995	56%
	32,239 TOTAL	100%

IV. Age of participants at time of entry into program.

Under 18	4,011	12%
18 - 24	14,509	45%
25 or Over	12,160	38%
Not Reported	1,559	5%
	32,239 TOTAL	100%

V. Number of participants physically disabled.

635 (2% of total)

VI. Number of participants who are veterans.

2,544 (8% of total)

Recent census data show that there are about 3.2 million youth 14 to 24 years old, enrolled and not enrolled in school, with one to four years of high school, with family incomes below the poverty level. This group, along with those disadvantaged youths already enrolled in postsecondary education, constitute the core of the target population of the centers.

(The disadvantaged college student group comprises about 14 percent of undergraduates in college.) In addition, there are many persons over age 24 who would be eligible for and in need of the services these centers provide.

Program Effectiveness and Progress:

Due to the newness of this program, evidence of effectiveness and progress towards meeting its goals is meager. Program data shows that 14,030 participants in the first year of program operation were enrolled in postsecondary schools or other types of training programs. 4,148 additional participants had been accepted by a postsecondary institution but had not yet begun their studies.

Ongoing and Planned Evaluations:

A descriptive study of program goals and objectives, methods of operation, nature and scope of clients served, program data collected, etc., is tentatively planned to begin late in FY 1976 or in FY 1977.

Sources of Evaluation Data:

Reports by the twelve centers to the Program Manager.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Special Services for Disadvantaged Students in Institutions of Higher Education

Legislation:	Expiration Date:
Higher Education Act of 1965. Title IV-A, Subpart 4; Public Law 89-329; as amended by Public Law 90-575; as amended by Public Law 91-230; as amended by Public Law 92-318; as amended by Public Law 93-380.	June 30, 1976

Funding History:	Year	Authorization 1/	Appropriation
	1970	$ 56,680,000	$10,000,000
	1971	96,000,000	15,000,000
	1972	96,000,000	15,000,000
	1973	100,000,000	23,000,000
	1974	100,000,000	23,000,000
	1975	100,000,000	23,000,000
	1976	100,000,000	23,000,000

1/ Represents budget authority. Beginning in FY 1970 funds authorized were combined for the three programs of Special Services, Upward Bound, and Talent Search. A total of $100,000,000 is authorized for these programs in FY 1976 including the Educational Opportunity Centers.

Program Goals and Objectives:

Services provided shall be specifically designed to assist in enabling youths from low-income families who have academic potential, but who may lack adequate secondary school preparation or who may be physically handicapped, to enter, continue, or resume a program of postsecondary education, including programs, to be known as "Special Services for Disadvantaged Students", of remedial and other special services for students with academic potential (a) who are enrolled or accepted for enrollment at the institution which is the beneficiary of the grant or contract, and (b) who, (i) by reason of deprived educational, cultural, or economic background, or physical handicap, are in need of such services to assist them to initiate, continue, or resume their postsecondary education or (ii) by reason of limited English-speaking ability, are in need of bilingual educational teaching, guidance, and counseling in order to enable them to pursue a postsecondary education.

The legislated requirements for participation in the program by students with "academic potential" and who need "remedial and other special services" by reason of "deprived educational, cultural, or economic background, or physical handicap" are difficult to define and implement. Academic potential widely varies in definition and no fully satisfactory definition exists. The separation of deprived educational or cultural background from financial need as a qualification for program participation causes an amorphous target population that defies rational definition. Similarly, the meaning of need for services is subject to broad and conflicting interpretation.

Program Operations:

Special Services is a discretionary project grant program making awards to institutions of higher education to provide services for students with academic potential who because of educational, cultural, or economic background, or physical handicap or limited English speaking ability, are in need of remedial or other supportive services, or require bilingual educational teaching, guidance, and counseling, in order to pursue a postsecondary education. The program is forward-funded and no matching funds are required by the grantee institutions.

Recipients of grants or contracts from this program who serve students of limited English-speaking ability must include in their curriculum a program of English language instruction for such students.

The program is administered through the OE regional offices with the exception of a small amount of funds awarded to national demonstration projects by the OE central office. Awards are made competitively.

At the institution level, a Special program is defined as a separately budgeted formal or structured body of activity by the institution for enrolled students, which is not routinely available to or appropriate for the typical entering student, but is directed toward the more disadvantaged student. There should be a statement of institutional record as to the goals and objectives of the special program, with specification of target population, intervention or treatment strategies, and there should be an institutional staff member charged with responsibility for the administration and maintenance of the program.

Program Scope:

Recent Census data 2/ shows that there were about 1,200,000 poor and near-poor (up to $5,000 family income) eleventh and twelfth grade high school students. At least 65 percent (800,000) within this income group will be expected to graduate from high school, and about 35 percent (280,000) of the high school graduates will be expected to enter college eventually. The 280,000 low-income students, plus those physically handicapped students from families above $5,000 income, constitute the core of the target population in need of special services. Evidence from the recently completed study of the Special Services Program 3/ reveals that, in fall of 1971, 14 percent of all undergraduates came from families with an income that placed them within the federal government's poverty classification; this is the prime target population for the Special Services program. Also, while about half of all colleges report enrolling 11 percent or more financially disadvantaged undergraduates, only about one-fourth to one-half of all colleges have a post-matriculation special services type program for low-income students. (Some of the other colleges provide the needed services even though they may not have an explicit program.) The principal source of support for these programs is the federal government, with only about 15 percent supported by regular institutional funds, and less than 10 percent by private foundations. According to the study, the most frequent program components found in more than six of every ten programs (from all funding sources) are academic counseling and advising, special recruiting strategy, and tutoring. About half provide for diagnosis of learning difficulty or for remedial courses, and almost half report use of special instructional media or strategies. Almost half involve cooperative efforts with community agencies or organizations; about the same proportion contain job placement elements. Guidance for graduate study appears in about one in every five programs. Slightly more than half of the programs are concerned with the administration of student grants, work-study, and/or loans for program participants.

Programs funded as federal Special Services Programs tend to have a wider variety of the several components than do programs funded from other sources. Also, the content of the programs is influenced by institutional goals: i.e., selective institutions more frequently provide tutoring or guidance toward graduate study, and provide remedial courses less frequently than do non-selective institutions. Programs on traditionally white campuses differ in content from those on traditionally black campuses only in the greater frequency of recruiting components which is not allowed in Special Service Projects.

In FY 1975, 327 projects were funded (9 new and 318 continuing), at an average cost of $70,336 per project, serving an estimated 100,696 students. The average cost per student is estimated to be $228. 1/

Program Effectiveness and Progress:

Program records show that in FY 1974 (program year 1974-75), almost 15,000 students participating in the Special Services program successfully completed the program: about 6,500 students showed adequate academic and personal adjustment and moved out of the program into the regular academic channels of the host institutions; about 5,500 graduated from the host institutions, and about 2,500 left the host institutions to transfer to other colleges, and presumably, were, making satisfactory progress or transfer probably would not have been possible. 1/

The recently completed evaluation 4/ of the Special Services Program has shown that most of these types of programs are new; the median age of the programs reported (whether federal or non-federally supported) was 2.6 years in 1972, and only three percent had existed ten years or more. Therefore, it was too early to evaluate program impact by numbers of students persevering to a bachelor's degree or continuing into graduate study.

Also, the study has revealed that being disadvantaged is much more than a financially determined phenomenon. There are greater differences among students of different ethnic classification within the low-income group than there are between poverty-level and modal (typical) students within the same ethnic classification. Differences between physically handicapped students and modal students are relatively minor--except for the physical disability. Between the poverty-level and modal students, the study did not find substantial differences by major field of study, content of freshman courses taken, or relative difficulty with such courses. Most students in the study were in their first or second year, and differences in these areas may show up later in their college careers.

As expected, the poverty-level students reported a higher degree of participation in the services offered by these programs than did the modal students. This differential participation was particularly large in professional counseling and assistance on financial problems but was also greater for: tutoring by students and professors; professional counseling on career choices; remedial courses and courses on reading skill development; programs to improve writing and number skills; reduced course load; professional counseling for personal and academic problems, and several other areas.

Although substantial positive changes occurred among recipients of these services in attitudes, values, and motivation, there was little positive indication of any significant impact of the services on the academic achievement of the target population. Disadvantaged students did not reduce the gap in college grade point average between themselves and the regularly admitted (modal) students, differences between high school and college grades for the two groups remaining approximately the same. The college environment, while not tending to magnify previous differences in academic achievement, does not appear to be compensating for such differences. Overall, the academic success of disadvantaged students at institutions with Special Services Programs was no greater, or no less, than at colleges without such programs. This outcome was not affected by any differential emphasis upon specific programmatic elements such as tutoring or counseling. There was no evidence that the colleges these students were in, or any support services available to them, were helping these students to exceed the level of performance that would be expected of them in college given their level of performance in high school.

With regard to disadvantaged students' own satisfaction with their college experience, these students were relatively most satisfied at four-year predominantly white institutions and relatively least satisfied at two-year community colleges; traditionally black colleges fell in between these two groups.

In summary, results of the evaluation reveal little positive impact of the services offered by the Special Services Program or by similar programs. 4/

A recently completed comprehensive review 5/ of research on the effectiveness of secondary and higher education intervention programs for disadvantaged students found that such programs at the postsecondary level have had some positive impact upon program participants. These programs appear to have been somewhat effective in increasing retention of disadvantaged youth in college. In some instances, academic achievement appears to have been improved, but still remained below institutional averages for regularly admitted students. While these programs appear to assist some persons, it is entirely possible for self-selection to have caused these outcomes, and "creaming" of participants has been observed in a number of these types of programs. As with intervention programs at the secondary school level, the strategy used to keep disadvantaged youths in college varied little among programs. Most programs provided remedial instruction, tutoring, and counseling, but differed in the extent to which they tried to integrate their participants into college activities. Like high school level intervention efforts, higher education intervention has not had a major impact on the organization and operation of colleges.

The college-level programs have approached the problems of compensatory education for disadvantaged students with little variation: they tend to offer old strategies to meet new problems, and there has been very little experimentation with different modes of educational intervention. Similarly, little thought has been given to the criteria to be used to gauge the achievement of program objectives. Since program administrators cannot tell whether a strategy has been effective or not, they cannot know when to change or reinforce that strategy. Careful experimentation with varying techniques in varying settings is needed before such programs can advance beyond their limited success. 5/

It should be noted that where improvements in program operations can be made on the basis of findings in the above studies, they have been included in the revised program regulations.

Ongoing and Planned Evaluation Studies:

None presently approved.

Sources of Evaluation Data:

1/ Program files.

2/ U.S. Bureau of the Census, Current Population Reports, Series P-20, No. 222, "School Enrollment: October 1970", derived from Tables 14 and 15, and unpublished data obtained from the Bureau of the Census.

3/ Programmatic Attention to "Disadvantaged" Students by Institutions of Higher Education in the United States: A Census for 1971-72, Educational Testing Service, Princeton, New Jersey, April 1973 (final report from phase one of the evaluation of the program for Special Services for Disadvantaged Students in Higher Education).

4/ The Impact of Special Services Programs in Higher Education for "Disadvantaged" Students, Educational Testing Service, Princeton, New Jersey, June 1975 (final report of phase two of the evaluation of the program for Special Services for Disadvantaged Students in Higher Education).

5/ Vincent Tinto and Roger H. Sherman, The Effectiveness of Secondary and Higher Education Intervention Programs: A Critical Review of the Research, Teachers College, Columbia University, September 1974 (final report submitted to the Office of Planning, Budgeting, and Evaluation of the U.S. Office of Education).

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Strengthening Developing Institutions

Legislation:

Higher Education Act of 1965, Title III;
Public Law 89-329, as amended

Expiration Date:

June 30, 1976

Funding History:

Year	Authorization	Appropriation	
1966	$ 55,000,000	$ 5,000,000	
1967	30,000,000	30,000,000	
1968	55,000,000	30,000,000	
1969	35,000,000	30,000,000	
1970	70,000,000	30,000,000	
1971	91,000,000	33,850,000	
1972	91,000,000	51,850,000	
		BIDB	AIDB
1973	120,000,000	52,000,000	35,500,000
1974	120,000,000	51,992,000	48,000,000
1975	120,000,000	52,000,000	58,000,000
1976	120,000,000	52,000,000	58,000,000

Program Goals and Objectives:

The program objective is to provide assistance to developing institutions of higher education which demonstrate a desire and a potential to make a substantial contribution to the higher education resources of the Nation but which, for financial and other reasons, are struggling for survival and are isolated from the main currents of academic life. The original legislative hearings identified approximately 110 predominantly black colleges as a specific set of institutions which, for more than financial reasons, were struggling for survival and, therefore, appropriate candidates for program support. Specific program objectives include efforts to improve the quality of curriculum, faculty, student services, administration, and other general areas of institutional operations. Since its inception, however, the program has included both two- and four-year institutions enrolling 50 percent of students from low-income families as well as representatives of minority populations. Almost a thousand smaller colleges and universities fall within the "developing institutions" category that benefit under Title III of the Higher Education Act.

The program goal is to provide such supplementary financial assistance as may be necessary to allow developing institutions to move into "the mainstream of American higher education" so that they might, on the basis of offering an education of good quality, reasonably compete for students and external financial resources.

Program Operations:

Developing institutions are defined as institutions of higher education which: (1) provide an educational program which awards an A.A. or a B.A. degree, (2) are accredited by a nationally recognized accrediting agency or association, or making reasonable progress toward such accreditation, (3) have satisfied both of the above requirements during the five academic years preceding the academic year during which program assistance would be provided--with the exception that the five-year stipulation may be waived for institutions which serve to increase higher education for Indians. In addition, three of the five years may be waived for institutions primarily serving Spanish-speaking persons, (4) admit as regular students only persons having a certificate of graduation from a high school providing secondary education or the recognized equivalent of such a certificate, (5) are public or non-profit, and (6) meet such other requirements as may be prescribed by regulations. The law requires that such prescriptions include an indication that the institutions participating in the program are: (a) making a reasonable effort to improve the quality of their teaching and administrative staffs and in student services programs and (b) for financial or other reasons, struggling for survival and isolated from the main currents of academic life. In addition, eight quantitative factors (relating to enrollment, faculty qualifications and salaries, institutional expenditures, library volumes, and the family income of students) and three qualitative factors (relating to enrollment, institutional personnel, and institutional vitality) are used as criteria to assess institutional eligibility for participation in the program.

In Fiscal Year 1973, the program was divided administratively into the Basic Institutional Development Branch (BIDP) and the Advanced Institutional Development Branch (AIDP). This division was predicated partially on the conceptual finding of an USOE evaluation study 1/ which reported that the process of institutional development may be better viewed as a series of progressive stages, each of which is relatively distinct with respect to needs and capabilities.

Both administrative branches provide assistance to eligible applicant institutions in the form of grants which are awarded competitively on the basis of realistic long-range plans for development and relative ratings along a variety of quantitative and qualitative parameters (including those noted above) which are intended to assess an institution's ability to make effective use of an award. Developing institutions which participate in the Basic program receive one-year grants for the purpose of strengthening the quality of their curriculum, faculty, administration, and student services. Advanced developing institutions receive multi-year awards, which may extend up to five years, for the development of comprehensive planning, management, and evaluation capabilities, for undertaking special purpose programs and innovative projects, and for promoting activities directed toward the attainment of financial self-sufficiency. The strategy of the Basic branch is to provide assistance for improvement in general areas of institutional operations among applicants whose pace of development is necessarily modest;

while the strategy of the Advanced program is to select among relatively highly qualified applicants with the objective of accelerating the process of institutional development.

Section 305 of the legislation (P.L. 92-318) allows the Commissioner to lend additional financial assistance to developing institutions under certain other programs of the Higher Education Act. Under this provision, and at the Commissioner's discretion, the non-Federal institutional share of costs for participating in the Titles II, IV, VI, and VII programs may be waived for institutions certified as developing institutions.

Program Scope:

In FY 1975, the Basic Institutional Development Branch awarded $52,000,000 to 207 institutions--for an average grant of $251,208 (or approximately 4% larger than the average Basic award made in FY 1974). Ninety-nine (or 47.8%) of the grantees were publicly-controlled institutions (of which 56 were two-year and 43 were four-year); they received $24,706,227 (or 47.5%) of the funds--for an average grant of $249,558. One hundred eight (or 52.2%) of the grantees were privately-controlled institutions (of which 15 were two-year and 93 were four-year); they received $27,293,773 (or 52.5%) of the funds--for an average grant of $252,720. Sixty-five (or 31.4%) of the grantees were predominantly black institutions; they received $26,815,000 (or 51.6%) of the funds--for an average grant of $412,538. One hundred forty-two (or 68.6%) of the grantees were predominantly white institutions; they received $25,185,000 (or 48.4%) of the funds--for an average award of $177,359.

The Advanced Institutional Development Branch awarded nineteen grants totalling $27,900,000 to new grantees--for an average award of $1,468,421. An additional $29,530,000 was awarded as supplemental grants to 42 (of the 64) institutions which had received AIDP awards during either FY 1973 or FY 1974. Among these 42 institutions, the effect of the supplemental awards was to increase the average grant size by $703,095. During Fiscal Year 1975, the Advanced program also initiated funding of two consortia which are charged with evaluation and review of the progress of AIDP grantees. Tuskegee Institute of Alabama was awarded $370,000 to coordinate a consortium of 53 four-year institutions and Central YMCA Community College of Illinois was awarded $200,000 to coordinate a consortium of 30 two-year colleges.

From FY 1966 through FY 1975, total awards have been $508,042,000--or 24.53% of the total requests of $2,071,075,399 for assistance. Title III has provided assistance, either directly or indirectly to 1,161 different institutions. Of these 1,161 institutions, 537 (or 46.25%) received indirect assistance under operating arrangements such as consortia; while the remaining 624 (or 53.75%) received direct awards. By type of control, 287 (or 45.99%) of the 624 direct grantees were public institutions which received $234,875,665 (or 46.23%) of the program funds; while 337 (or 54.01%) were private colleges which received $273,166,335 (or 53.77%) of the program funds. By level, 401 (or 64.26%) of the 624 direct grantees were four-year institutions which received $388,701,320 (or 76.51%) of the program funds; while 223 (or 35.74%) were private colleges which received $119,340,680 (or 23.49%) of the program funds.

Program Effectiveness and Progress:

Current evaluation activities are directed toward a time-series analysis of changes in the characteristics of Title III participants and non-participants. It has been difficult to determine with precision either the universe of developing institutions or the extent of program effectiveness in contributing to their movement into the mainstream of higher education. The state of the art is not sufficiently advanced to permit the construction of an empirically valid framework for explaining and assessing the process of institutional development. Indeed, recent efforts to integrate developmental theories and analytical techniques have been unsuccessful. It is anticipated that the results of this study will identify areas of program impact and lend toward the application of more sophisticated eligibility criteria.

Following the administrative division of Title III into the Basic and the Advanced branches, 66 former BIDP participants have moved into AIDP. The remaining 17 AIDP institutions (or 20.48% of the current total of 83 AIDP grantees) received awards without prior participation in BIDP. In the area of institutional movement from one stage of development support to another, one issue which remains unresolved is the application of an appropriate mechanism for encouraging BIDP participants to move into the Advanced program. In FY 1975, 68 AIDP-qualified institutions (of which 39 were two-year colleges and 29 were four-year colleges) elected to participate in the Basic, rather than the Advanced, program. The reluctance exhibited by these institutions to progress to AIDP appears to have been predicated on the following three factors: (1) the programmatic requirements of AIDP are more stringent than those applicable under BIDP, (2) one concept inherent to the Advanced program is that, upon expiration of its grant period, an institution is expected to have become sufficiently developed as to no longer require Title III support, and (3) AIDP awards are, when annualized, not always significantly greater than might be the sum of five annual awards received under the Basic program.

For FY 1973 and 1974 AIDP grantees prior to the award of supplemental grants, annualized awards (i.e., AIDP awards divided over an average grant period of 4½ years) amounted to $120.58 per FTE student (i.e., a measure denoting all full-time students plus 1/3 of the part-time students) and to approximately 5.20% of the institutional budgets for educational and general expenditures.* In comparison, for FY 1973, 1974, and 1975 AIDP grantees subsequent to the award of supplemental grants, annualized awards amounted to $148.70 per FTE student and to approximately 6.49% of the institutional budgets for educational and general expenditures.**

Findings of the most recent evaluation study 1/ indicated that:

1. Institutional development may be better viewed as a sequential process, during which institutions pass from one stage of development to another--each of which exhibits a particular set of needs. The amount and type of funding should be correlated with an institution's stage of development. (The administrative division of the Title III Program into the Basic and the Advanced branches was predicated partially on the study's exploration of this concept.)

2. The size of a grant is not necessarily as significant with regard to impact as are continuity of funding and the quality of leadership. A lower level of continuous funding may be more productive than patterns of intermittent, but higher, funding--which may disrupt planned development. Increases and decreases of funding are best instituted gradually. (Since its implementation, the Advanced program has awarded multi-year grants in which the funding pattern increases slowly, plateaus, and decreases gradually.

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* Education and General Expenditure budgets reflect only those expenditures related to instructional purposes and, thus, do not include the five other major categories which, together, comprise institutional operating budgets for Total Current Funds Expended. During academic year 1973-74 (the latest year for which national data are available), educational and general expenditure budgets amounted to 75.95% of total current funds expended. Thus, it may be inferred that, subsequent to the award of supplemental grants, the FY 1973, 1974, and 1975 AIDP grantees received annualized awards which amounted to approximately 4.93% of their budgets for total current funds expended. In comparison, a GAO report 2/ noted, with respect to awards under the Basic program, that "The size of the grants to the 44 institutions (randomly selected from among 467 institutions receiving Basic program grants in Fiscal Year 1973) ranged from less than 1 percent to 15 percent of total institutional funds; the grants to 27 of the 44 institutions represented 5 percent or less of total institutional income."

** Program data on award levels, enrollments, and educational and general expenditure budgets were used to calculate these percentages. AIDP grants were annualized to an average of 4½ years (i.e., grant periods range from 3 to 5 years, with an average length of 4.5). Annualized grants were then divided by the educational and general expenditure budgetary and FTE enrollment figures for 1973 to yield the resulting percentage and dollar values.

3. While Title III contributed to the growth of institutional resources and the improvement of academic quality, the contractor underscored the need for closer monitoring. In order to enhance the definition of realistic goals and their accomplishment, institutions require an increase in extended contacts with the Title III program staff, inclusive of increases in the number of on-site visits. (At the beginning of FY 1974, there were 39 permanent staff assigned to the program; of these 24 were professionals, 5 were para-professionals, and 10 were secretaries. In mid-November of 1975, there were 35 permanent staff assigned to the program: 21 professionals, 5 para-professionals, and 9 secretaries.)

4. Strong, but not authoritarian, presidential leadership is correlated with the vitality and success of programs for development. (The character of presidential leadership is difficult to assess through an application process. However, in recent years, both the Basic and Advanced programs have required, through a variety of mechanisms, initial and continuing presidential support of Title III development activities. In addition, at the beginning of each AIDP grant cycle, the Advanced program holds an introductory workshop, with attendance required of all presidents of current fiscal year AIDP grantees.)

5. The role of the program coordinator on most campuses was not effective; tasks were assigned to over-burdened administrators who were unable to devote sufficient time to pertinent tasks. As a result, grantees are now required to have full-time coordinators.

6. Effectiveness of some consortia was inhibited because members were geographically distant, or significantly different in characteristics, or pursued distinctly different goals. (In recent years, the program office has encouraged the formation of consortia based on commonalities of characteristics and interests.)

7. Use of consultants sometimes proved less beneficial than anticipated--partially because their employment was too brief to ensure successful implementation of programs. (While an appropriate mechanism does not exist to advise grantees on the selection of consultants, the program office has, in recent years, encouraged grantees to seek other institutions' experiences prior to making a final selection of consultants.)

8. Most developing institutions are relatively unskilled with respect to internal collection and transfer of information. (In recent years, the Title III has placed increased emphasis upon the development of institutional research capabilities.

9. Most successful uses of funds were for curriculum development, National Teaching Fellows, in-service training of faculty, advanced graduate training of faculty, establishment of new institutional administrative offices, and for counseling and guidance activities.

Findings of a GAO report 2/, which was directed toward the Basic program, indicated that there is a need to:

1. Identify developing institutions more clearly. A statistical analysis of eligibility decisions for academic year 1973-74 showed that those institutional characteristics which statistically appeared to have influenced such decisions were not--with the exception of number and percent of low income students--among the eligibility factors subsequently established. In addition, the report noted that the program regulations do not indicate how the eligibility factors will be used to determine whether schools are trying to improve the quality of teaching, administrative staffs, or student services--or whether the schools are struggling for survival.

2. Define the purpose and thrust of the program. The report noted that 25% of the institutions responding to their questionnaire believed that the program should be directed toward low-income students' needs; while 70% believed that the primary purpose was to strengthen the institutions.

3. Improve program evaluation and administration. The report noted that OE evaluations of overall program success have been largely subjective--that assessments of Title III impact at the institutional level have been hindered in part because program grants usually represented a relatively small percentage of an institution's total income. With respect to program administration, the report noted the absence of criteria for making fund allocations.

4. Notify participating institutions of their awards in time to permit adequate planning and application of Title III activities; institution administrators noted that grant notifications often were not received until after submission of their annual operating budgets.

5. Improve program monitoring by developing and implementing more practical means for site visits. Grant activities had been monitored through progress reports, telephone contacts, and site visits--with evaluative comments generally not comparing performance data against measurable project and institutional development objectives. In part, this appeared a consequence of a lack of adequate numbers of staff assigned to the program.

On the basis of institutional questionnaire responses the report noted that most beneficial uses of funds were for faculty development projects and for curriculum development activities.

Ongoing and Planned Evaluation Studies:

1. A Design for a Data Base and Estimation of the Effects of HEA Title III Intervention, Harvard University, Cambridge, Massachusetts.
2. Following completion of the above-noted ongoing study, the Office of Education plans to release, in FY 1977, a study for site-visits to approximately 60 developing institutions to obtain more detailed information on the impacts of Title III funding.

Sources of Evaluation Data:

1. A Study of Title III of the Higher Education Act: The Developing Institutions Program, Center for Research and Development in Higher Education, University of California--Berkeley, January 1974.
2. Assessing the Federal Program for Strengthening Developing Institutions of Higher Education, General Accounting Office, October 31, 1975.
3. Program files, Division of Institutional Development, Bureau of Postsecondary Education.
4. A Study Design for Evaluation of HEA Title III, Arthur D. Little, Inc., Cambridge, Massachusetts. (Project cancelled)

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Annual Interest Grants

Legislation:	**Expiration Date:**
Title VII-C, Section 745 of the Higher Education Facilities Act of 1965; as amended by the Higher Education Amendments of 1972 (formerly Title III, Section 306 of the Higher Education Act of 1963; P.L. 88-204)	June 30, 1976

Funding History:

Year	Authorization	Appropriation
1969	$ 5,000,000	$ 3,920,000
1970	11,750,000	11,750,000
1971	22,250,000	21,000,000
1972	38,750,000	29,010,000
1973	52,250,000	14,069,000
1974	(Such sums as may be necessary)	31,425,000
1975	"	-0- **
1976	79,250,000 *	-0- **

* Includes an indefinite authorization for continuation awards.

** No appropriations were requested for continuing grant obligations in FY 1975 or FY 1976, as a result of a change in the obligation accounting procedures for the program. A new procedure was instituted wherein all outstanding obligations were de-obligated so that program obligations will agree contractually with the years in which payments commence under each grant agreement.

Program Goals and Objectives:

Annual Interest Grants is one of four programs (which include also Loans for Construction of Academic Facilities, Grants for Construction of Undergraduate Academic Facilities, and Grants for the Construction of Graduate Facilities) designed to help institutions of higher education meet a national shortage of facilities. The Annual Interest Grant Program became operational in Fiscal Year 1970 and was designed both to encourage the use of private capital for construction of academic facilities as well as to reduce the interest burden on borrowers to a level commensurate with direct loans for academic facilities.

Program Operations:

Institutions of higher education, cooperative graduate center boards, and higher education building agencies (i.e., state agencies empowered by the State to issue tax-exempt bonds on behalf of private institutions of higher education) have been eligible to apply for Federal annual interest grant assistance on loans obtained in the private market. Up to 90% of the cost of a project has been eligible for loan subsidies over a fixed period which may not exceed 40 years. Subsidy payments commence after either long-term financing arrangements have been consummated or after the project has been completed--whichever is later. Subsidies represent the difference between the interest amounts payable at the commercial rate on the loan and the amount payable at an interest rate of 3%. Not more than 12.5% of the annual appropriations for this program has been allowed for grants to any one State. Further, the aggregate principal amount of loans (or portions thereof) with respect to which annual interest grant subsidies were approved could not exceed $5 million per campus during any Federal fiscal year.

Prior to receipt by the central office, program applications were first reviewed by State Commissions, and subsequently by the appropriate DHEW Regional Office, to evaluate the request for assistance with regard to (1) space utilization, (2) enrollment projections, and (3) over-all need for the facility for which assistance was requested.

Program priorities focused first upon applications from public community colleges and public technical institutions, from developing institutions, and from institutions in which enrollments from low-income families were at least 20% of the student body. Applications from all other institutions were regarded as a secondary priority. Within these two priority categories, requests were awarded so as to encourage a distribution of funds to those institutions or branch campuses which were (1) in urgent need of additional academic facilities--either to meet increasing enrollments or to prevent a decrease in enrollment due to inadequate facilities--and (2) committed to the enrollment of substantial numbers of veterans.

Program Scope:

No awards for annual interest grants have been made since Fiscal Year 1973. Since the program's inception in Fiscal Year 1970, 711 grants (subsidizing a total loan volume of $1,434,571,000) have been approved. As of the close of Fiscal Year 1975, 379 of these grants (subsidizing a loan volume of approximately $622,000,000--or 43.4% of the total) have come into active pay status.

Federal expenditures for subsidies of annual interest grants amounted to $8,000 in FY 1971; $2,105,000 in FY 1972; $6,005,000 in FY 1973; $11,408,000 in FY 1974; and $16,657,000 in FY 1975. It is anticipated that when the total loan volume comes into active pay status, annual Federal expenditures will approximate no more than $29,000,000 and that final payments under this program will extend until roughly 2020. The small increase in expected annual expenditures, relative to the loan volume yet to come into active pay status, can be attributed to the fact that the majority of grants in active pay status are those of private institutions--which do not as frequently benefit from the issuance of tax-exempt bonds.

Of the $1,434,571,000 total subsidized loan volume, $364,595,000 (or 25.4%) of the loans are held by two-year institutions and $1,069,976,000 (or 74.6%) of the loans are held by colleges and universities.

Program Effectiveness and Progress:

Since the inception of the Higher Education Facilities Act of 1963, the Federal Government has provided financial assistance for the construction or improvement of academic facilities throughout the 55 states and territories. During the period Fiscal Year 1965 through Fiscal Year 1975 almost $2.5 billion in direct Federal grants and loans were awarded. In addition, over $1.4 billion in commercial loans were approved for annual interest subsidy support involving an estimated annual commitment of Federal funds approximating $29 million. Over 1,800 institutions of higher education received financial assistance for the purpose of facilities construction and improvement and some 4,000 facilities costing in excess of $10 billion will have been constructed.

Findings of an USOE planning study 1/ report that the total stock of space in 1974 approximated 1,332,300,000 net assignable square feet. Roughly 25% of this total was constructed between academic years 1968-69 and 1973-74. In addition, construction which will be completed by 1976 will supplement this stock by an estimated 80,000,000 square feet. The study also found that nationally aggregated comparisons of space standards with the space available showed few shortages, both for those categories where very specific space standards have been established (i.e., classrooms, laboratories, and office space) as well as for special use, general use, and support space, while non-academic space shows some excess. Some shortages of space were observed in office space, study space, and laboratory facilities. When disaggregated, the data showed a tendency for some schools (particularly two-year private colleges) to be space-rich and for others (generally, public universities and public two-year colleges) to exhibit some shortages as a consequence of shifts in enrollment patterns. Other major findings noted (a) that neglecting of maintenance, which can increase the need for remodeling, was estimated to be common at approximately 20% of the public sector institutions and 40% of the private sector colleges and (b) that there was little evidence that the drying up of Federal funds has tended to affect college construction decisions.

In view of the large amount of construction over the last 10 years and the anticipated leveling off of higher education enrollments, it appears that the Federal assistance programs for construction of higher education facilities have generally accomplished their objective. While certain areas of the country may still face a shortage of academic space, these deficiencies are believed to be limited, and the existing conditions do not constitute a national problem.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

1/ The Demand for Facilities in the Postsecondary Sector, 1975 to 1990, Joseph Froomkin, Inc., Washington, D. C.; August 15, 1974.

Program files, Division of Training and Facilities, Bureau of Postsecondary Education.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Grants for Construction of Undergraduate Academic Facilities

Legislation:	**Expiration Date:**
Title VII-A of the Higher Education Facilities Act of 1965; as amended by the Higher Education Amendments of 1972 (formerly Title I of the HEFA 1963; P.L. 88-204)	June 30, 1976

Funding History:

Year	Authorization	Appropriation
1965	$230,000,000	$230,000,000
1966	460,000,000	458,000,000
1967	475,000,000	453,000,000
1968	728,000,000	400,000,000
1969	936,000,000	83,000,000
1970	936,000,000	76,000,000
1971	936,000,000	43,000,000
1972	50,000,000	43,000,000
1973	200,000,000	43,000,000 *
1974	300,000,000	-0-
1975	300,000,000	-0-
1976	300,000,000	-0-

* Funds appropriated in Fiscal Year 1973 were released to the program in May 1974 for obligation during Fiscal Years 1974 and 1975.

Program Goals and Objectives:

Grants for Construction of Undergraduate Academic Facilities is one of four programs (which include also Loans for Construction of Academic Facilities, Annual Interest Grants, and Grants for the Construction of Graduate Facilities) designed to help institutions of higher education meet a national shortage of facilities. The objective of this program is to provide grants to institutions of higher education to finance the construction, rehabilitation, or improvement of undergraduate academic facilities.

Program Operations:

Funds for public community colleges and public technical institutes under this program are allotted to each state by a formula based on the number of high school graduates and per capita income of residents. Funds for other institutions are allotted to each state by a formula based on the number of students enrolled in institutions of higher education and the number of students in grades 9 through 12. Within each state, federal grants may be awarded for up to 50 percent of the project development cost. Twenty four percent of funds appropriated under the Title are reserved for community and technical schools.

Grants are not given for the construction of facilities for which admission is normally charged, for facilities used for sectarian instruction, for facilities for schools of the health professions as defined in the Higher Education Facilities Act, or for residential, dining, and student union facilities.

The law requires that each state establish a Commission for Higher Education Facilities, which would determine priorities, including those regarding the allocation of Federal funds to each project.

Program Scope:

No appropriations have been made for this program since Fiscal Year 1973. Funds appropriated in Fiscal Year 1973 were released to the program in May of 1974 for obligation during Fiscal Years 1974 and 1975. In FY 1974, 13 grants totalling $3,053,000 were made. In FY 1975, 198 grant agreements totalling $39,866,947 were executed--leaving an unobligated balance of $79,318 from the FY 1973 appropriation.

Of the 198 grants awarded during FY 1975, 130 were new grants and 68 were supplemental awards.. Public community colleges and public technical institutes were awarded their full allotment of $9,273,991; while all other institutions of higher education were awarded $30,592,956--leaving the unobligated balance of $79,318.

Program Effectiveness and Progress:

Since the inception of the Higher Education Facilities Act of 1963, the Federal Government has provided financial assistance for the construction or improvement of academic facilities throughout the 55 states and territories. During the period Fiscal Year 1965 through Fiscal Year 1975 almost $2.5 billion in direct Federal grants and loans were awarded. In addition, over $1.4 billion in commercial loans were approved for annual interest subsidy support involving an estimated annual commitment of Federal funds approximating $29 million. Over 1,800 institutions of higher education received financial assistance for the purpose of facilities construction and improvement and some 4,000 facilities costing in excess of $10 billion will have been constructed.

Findings of an USOE planning study 1/ report that the total stock of space in 1974 approximated 1,332,300,000 net assignable square feet. Roughly 25% of this total was constructed between academic years 1968-69 and 1973-74. In addition, construction which will be completed by 1976 will supplement this stock by an estimated 80,000,000 square feet. The study also found that nationally aggregated comparisons of space standards with the space available showed few shortages, both for those categories where very specific space standards have been established (i.e., classrooms, laboratories, and office space) as well as for special use, general use, and support space, while non-academic space shows some excess. Some shortages of space were observed in office space, study space, and laboratory facilities. When disaggregated, the data showed a tendency for some schools (particularly two-year private colleges) to be space-rich and for others (generally, public universities and public two-year colleges) to exhibit some shortages as a consequence of shifts in enrollments patterns. Other major findings noted (a) that neglecting of maintenance, which can increase the need for remodeling, was estimated to be common at approximately 20% of the public sector institutions and 40% of the private sector colleges and (b) that there was little evidence that the drying up of Federal funds has tended to affect college construction decisions.

In view of the large amount of construction over the last 10 years and the anticipated leveling off of higher education enrollments, it appears that the Federal assistance programs for construction of higher education facilities have generally accomplished their objective. While certain areas of the country may still face a shortage of academic space, these deficiencies are believed to be limited, and the existing conditions do not constitute a national problem.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

1/ The Demand for Facilities in the Postsecondary Sector, 1975 to 1990, Joseph Froomkin, Inc., Washington, D. C.; August 15, 1974.

Program files, Division of Training and Facilities, Bureau of Postsecondary Education.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

State Postsecondary Education Commissions

Legislation:

Higher Education Act of 1965, as amended; Title XII, Section 1202; Public Law 89-329, as amended

Expiration Date:

June 30, 1976

Funding History:

Year	Authorization	Appropriation
1965	$3,000,000	$3,000,000
1966	2,000,000	2,000,000
1967	7,000,000	7,000,000
1968	7,000,000	7,000,000
1969	7,000,000	7,000,000
1970	7,000,000	6,000,000
1971	7,000,000	6,000,000
1972	7,000,000	6,000,000
1973	--	3,000,000
1974	--	3,000,000
1975	--	3,000,000
1976	Indefinite	3,500,000

Program Goals and Objectives:

The goal of this program is to encourage improved statewide coordination of higher education planning and functions. Specific program objectives include: (1) the establishment of State Postsecondary Education Commissions which are "broadly and equitably representative of the general public and public and private postsecondary education in the State including community colleges, junior colleges, postsecondary vocational schools, area vocational schools, technical institutes, four-year institutions of higher education and branches thereof" and (2) an expansion in the scope of the studies and planning through comprehensive inventories of, and studies with respect to, all public and private educational resources in the State, including planning necessary for such resources to be better coordinated, improved, expanded, or altered so that all persons within the State who desire, and can benefit from, postsecondary education may have an opportunity to do so.

Program Operations:

The Higher Education Amendments of 1972, Section 1202 (a), P.L. 92-318, amended Title XII of the HEA of 1965 to require the establishment of State Postsecondary Education Commissions if a State desires to participate in the comprehensive planning grants program authorized under Section 1203 of the HEA. Under Section 1202 (c), these State Commissions, popularly called 1202 Commissions in reference to the section of the law authorizing them, may also, at the State's discretion, be designated as the State agency for administering HEA Section 105 (Community Services and Continuing Education, Title I), HEA Section 603 (Undergraduate Equipment Grant Program, Title VI-A), and HEA Section 704 (Grants for Construction of Undergraduate Academic Facilities, Title VII-A). Section 1202 (c) further authorizes the payment of funds to the 1202 Commissions to cover the costs of administering the State plans required under Titles VI-A and VII-A. Section 1202 (d) provides that if a State desires to participate in the Titles VI-A and VII-A programs but does not desire to assign the Titles VI-A and VII-A functions to the 1202 Commission, it must establish a separate state commission which is "broadly representative of the public and of institutions of higher education (including junior colleges and technical institutes) in the State."

Determination of 1202 Commission eligibility for receipt of planning funds has been based upon a review of state-provided information demonstrating how the Commission has met the requirements of Section 1202. Such information must include: (1) a letter, signed by the Governor, explaining how the membership of the State Commission meets the "broadly and equitably representative" requirements of Section 1202 (a) and what provisions have been made to ensure continuing compliance with these requirements of the law; (2) an indication of which of the following three options for establishing a 1202 Commission the State has chosen to follow: (i) creation of a new commission, (ii) designation of an existing state agency or state commission, or (iii) expanding, augmenting, or reconstituting the membership of an existing state agency or state commission; (3) an indication of which, if any, of the Titles I, VI-A, and VII-A programs have been assigned to the commission; and (4) other information regarding various particulars of the commission.

After a 1202 Commission has been established, a State may receive funding by applying for a grant. Applications must include the following: (1) a description of the comprehensive planning activities (and their objectives) for which the grant funds are being requested; (2) a description of the need for the activities (including deficiencies or problems in the current status of comprehensive planning for postsecondary education in the State); (3) a description of the approach (including the methods to coordinate with institutions and agencies concerned with postsecondary education in the State); and (4) a description of the anticipated benefits and results to be obtained from the proposed planning activities (including the use of such results and their relationship to the needs indicated previously).

Program Scope:

Fifty-one 1202 Commissions (representing 46 states and 5 jurisdictions) were established in time to be eligible for Fiscal Year 1975 funding in support of Section 1203 planning activities during 1975-76. Of the 51 commissions, 19 were newly-established commissions, 19 are existing agencies, and 13 are augmented agencies. Twenty-six of the commissions were also assigned the responsibilities for coordinating the Titles I, VI-A, and VII-A programs; 8 commissions were assigned responsibilities for administering the Titles VI-A and VII-A programs only; while 17 commissions were assigned no responsibilities for Federal programs other than the Section 1203 planning activities and the review of proposals submitted to the Fund for the Improvement of Postsecondary Education.

Of the $3,000,000 appropriation for Fiscal Year 1975, $1 million was apportioned among State Higher Education Facilities Commissions. The remaining $2 million was distributed among the 50 applicant 1202 Commissions on a two-part formula in which (1) each applicant received $26,105, to ensure that the funding for 1975-76 operations would not be less than that received in 1974-75 and (2) the balance of the funds ($694,750 or 34.7%) were allocated on the basis of the ratio of the population of a postsecondary age (i.e., those individuals aged 14 to 54 as recorded in the 1970 census) in a given State to the total in all those States which applied. Under this procedure, grants ranged from a low of $26,195 to a high of $102,026--with the average being $40,000.

During 1974-75, the Section 1203 grants supported 124 planning activities in 9 major areas, as follows: (1) 22 studies relating to evaluation and analysis of postsecondary education (PSE) planning done to date, (2) 21 studies to determine future planning needs and directions, (3) 16 studies on facilitating communications among all segments of PSE, (4) 24 studies of inventories and the development and/or broadening of data bases, (5) 5 studies regarding potential changes in the structure and governance of PSE, (6) 11 planning activities related to occupational education and other areas of PSE aside from traditional higher education, (7) 14 studies of student assistance resources, (8) 3 studies regarding the financing of private institutions of higher education, and (9) 8 facilities planning and analysis activities.

Program Effectiveness and Progress:

In general, the Fiscal Year 1975 applications were of better quality than those submitted for Fiscal Year 1974 funding. The States appear to be assessing their individual planning needs in a more coordinated fashion, with many of the proposed activities building upon others which were already in progress or completed. In addition, the Fund for the Improvement of Postsecondary Education found that the 1202 Commissions took more initiative in FY 1975 in reviewing Fund proposals and that the problems exhibited during the FY 1974 cycle (those included (1) the need for a constant educative process of State personnel, since the timing of the review of Fund proposals were coincidental with the establishment of the 1202 Commissions, (2) the greater difficulty faced by smaller States in devoting staff resources to the review of proposals, and (3) some suggestion that, in States where a large university system existed, bias was shown in favor of institutions within that system, while those outside of the system received less favorable reviews) appear to have been alleviated.

One unresolved issue relates to the question of how strictly and in what manner the "broadly and equitably representative" language of the law should be interpreted. During FY 1975 this question was raised with regard to the composition of 1202 Commissions in 6 States. The concerns were referred to the respective Governors for resolution and have since been resolved.

May 1975 data regarding 1202 Commission membership reflect composition by type of institution represented, by sex, and by race. With respect to institutional representation, 53.53% of 764 members represented the general public, 10.86% represented public four-year institutions, 4.06% represented public community and junior colleges, 6.41% represented public vocational and technical institutes, 9.69% represented private non-profit institutions, 3.80% represented proprietary schools, and 11.65% represented other interests. By sex, 80.85% of 757 members were male and 19.15% were female. By race, 9.01% of 721 members were Black Americans, 0.70% were American Indians, 1.25% were Asian Americans, 3.05% were Spanish-Surnamed Americans, and 85.99% were members of all other racial classifications.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

Program files, State Planning Commissions Office, Bureau of Postsecondary Education.

The Changing Map of Postsecondary Education, State Postsecondary Education Commissions (1202): Their Origin, Development, and Current Status, Education Commission of the States, Denver, April 1975.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Language Training and Area Studies

Legislation: **Expiration Date:**

National Defense Education Act of 1958. Title VI; Public Law 85-864; as amended by Public Law 88-665; as amended by Public Law 90-575; as amended by Public Law 92-318

June 30, 1976

Funding History:

Year	Authorization	Appropriation
1964	$ 8,000,000	$ 8,000,000
1965	13,000,000	13,000,000
1966	14,000,000	14,000,000
1967	16,000,000	15,800,000
1968	18,000,000	15,700,000
1969	16,050,000	15,450,000
1970	30,000,000	12,850,000
1971	38,500,000	7,170,000
1972	38,500,000	13,940,000
1973	50,000,000	12,500,000
1974	75,000,000	11,333,000
1975	75,000,000	11,300,000
1976	75,000,000	13,300,000

Program Goals and Objectives:

Programs for foreign language and area studies funded under this appropriation have four major purposes: (1) increase the nation's manpower pool of trained specialists in foreign language, area studies, and world affairs; (2) provide in-service training to upgrade and update the professional knowledge and skills of existing specialists in foreign language, area studies, and world affairs; (3) produce new knowledge about other nations and cultures, particularly those of non-Western world, through research and development; and (4) develop improved curricula and effective instructional materials in foreign languages, area studies, and world affairs needed by education, government, and business.

The National Defense Education Act, Title VI, authorizes the award of grants and contracts to U.S. educational institutions, organizations, and individuals for activities conducted primarily in the United States.

Program assistance includes institutional development, fellowship support, and research in foreign language, area studies, world affairs, and intercultural understanding.

Program Operations:

(a) The Secretary is authorized to make grants to or contracts with institutions of higher education for the purposes of establishing, equipping, and operating graduate and undergraduate centers and programs for the teaching of any modern foreign language, for instruction in other fields needed to provide a full understanding of the areas, regions, or countries in which such language is commonly used, or for research and training in international studies and the international aspects of professional and other fields of study. Any such grant or contract may cover all or part of the cost of the establishment or operation of a center or program, including the costs of faculty, staff, and student travel in foreign areas, regions, or countries, and the costs of travel of foreign scholars to teach or conduct research, and shall be made on such conditions as the Secretary finds necessary to carry out the purposes of this section.

(b) The Secretary is also authorized to pay stipends to individuals undergoing advanced training in any center or under any program receiving Federal financial assistance under this title, including allowances for dependents and for travel for research and study here and abroad, but only upon reasonable assurance that the recipients of such stipends will, on completion of their training, be available for teaching service in an institution of higher education or elementary or secondary school, or such other service of a public nature as may be permitted in the regulations of the Secretary.

(c) No funds may be expended under this title for undergraduate travel except in accordance with rules prescribed by the Secretary setting forth policies and procedures to assure that Federal funds made available for such travel are expended as part of a formal program of supervised study.

(d) The Commissioner is authorized, directly or by contract, to make studies and surveys to determine the need for increased or improved instruction in modern foreign languages and other fields needed to provide a full understanding of the areas, regions or countries in which such languages are commonly used, to conduct research on more effective methods of teaching such languages and in such other fields, and to develop specialized materials for use in such training, or in training teachers of such languages or in such fields.

Program Scope:

Recent studies of foreign language and area studies programs in the U.S. reveal the growth in the development of non-Western studies since enactment of the NDEA in 1958. Whereas in 1958, some 37 "uncommonly taught" languages were offered in U.S. universities, in 1972 approximately 85 modern foreign languages were taught at NDEA centers alone. A 1970 survey of foreign language enrollments reveals that while higher education registrations in most of the foreign languages traditionally taught in American higher education have been in a distinct downward trend since 1968, student enrollments in Italian, Spanish, and in over 100 of the less commonly taught languages taken collectively have increased significantly--by 12.8%, 6.7%, and 39.4% respectively.

While enrollments in the uncommonly taught languages are increasing, total enrollments in these languages remain small. For example, in 1970 there were only 5,319 undergraduate and 796 graduate students studying Chinese. By 1972 enrollments had increased to 8,784 undergraduate and 1,201 graduate, and recent indications are that enrollments in Chinese language courses are still increasing.

The NDEA foreign language training and area studies program provides a means for correcting existing disciplinary and geographic imbalances, broadening the scope of areas training, and improving and maintaining language skills.

In fiscal year 1975, $11,300,000 was available to fund 66 centers, 27 two-year undergraduate and 12 graduate programs, 763 graduate fellowships, and 33 research projects under NDEA Title VI.

Program Effectiveness and Progress:

A review of foreign language and area studies programs in the U.S. (based on a sample of 13,000 foreign language and area studies specialists, of whom about 10,000 are college or university faculty members) has provided data on the impact of the NDEA program. A sampling of previous holders of NDEA VI fellowships showed that almost all (89.1%) of the fellows used their foreign area training in their first job. Of the Ph.D. graduates, 99% were employed as language and world area specialists. The survey also indicates that the existing pool of specialists needs more focused development in certain aspects in order to achieve an upgrading of language skills. Of the world area specialists surveyed, only 25% reported that they can easily speak, read, and write a language of their area. A major factor in acquiring and maintaining proficiency in foreign languages is the opportunity to utilize the language in the country where it is in regular use.

Studies on international and intercultural education, and new curricula and instructional materials are intended for use in schools and colleges throughout the U.S. The impact of this program is suggested by a materials utilization survey which provides specific data on instructional materials for 50 different languages in 82 foreign language and area studies programs. Results of the survey show, for example, that of 24 respondent institutions engaged in teaching Chinese, 21, or 88 percent were using materials produced under National Defense Education Title VI support; of 17 programs offering instruction in Hindi, 100 percent were using National Defense Education materials; and 6 out of 7 Arabic programs similarly reported utilization of National Defense Education Act-supported materials.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

Language and Area Studies Review, Richard D. Lambert, (published in August 1973 by the American Academy of Political and Social Science and the Social Science Research Council).

International Studies and the Social Sciences: A Survey of the Status of International/Comparative Studies and Recommendations Concerning National Needs and Priorities, James N. Rosenau (Minneapolis, Minnesota: International Studies Association, June 1971).

1970 Census of International Programs in State Colleges and Universities, American Association of State Colleges and Universities (Washington, D. C.: AASCU Studies 1971/3, August 1971).

Program Data.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Fulbright-Hays Act

Legislation:	Expiration Date:
Mutual Educational and Cultural Exchange Act of 1961. Section 102(b)(6); Public Law 87-256; as amended by Public Law 87-565; as amended by Public Law 89-698.	None

Funding History:

Year	Authorization	Appropriation
1964	1/	$1,500,000
1965		1,500,000
1966		2,000,000
1967		3,000,000
1968		3,000,000
1969		3,000,000
1970		2,430,000
1971		830,000
1972		1,323,000
1973		1,360,000
1974		1,360,000
1975		2,700,000
1976 (estimate)		2,700,000

1/ Indefinite, does not require specific money authorization.

Program Goals and Objectives:

The legislated purpose of this program is to promote modern foreign language training and area studies in United States schools, colleges, and universities by supporting visits, and study in foreign countries by teachers and prospective teachers in such schools, colleges, and universities for the purpose of improving their skill in languages and their knowledge of the culture of the people of these countries, and by financing visits by teachers from those countries to the United States for the purpose of participating in foreign language training and area studies in United States schools, colleges, and universities.

Program Operations:

Programs funded under the Fulbright-Hays Act Section 102(b)(6) provide opportunities to individuals for first-hand experiences in the locales of their respective specialization areas. Specifically, fellowships are provided for updating and extending research knowledge, and maintaining and improving language skills. The program also provides fellowships for faculty and doctoral dissertation research, supports group projects for research and training, as well as curriculum consultant services of foreign educators to improve foreign languages, area studies and intercultural education in U.S. schools and colleges.

Programs for foreign language and area studies funded under this appropriation have four major purposes: (1) increase the nation's manpower pool of trained specialists in foreign language and area studies, (2) provide inservice training to upgrade and update the professional knowledge and skills of existing specialists in foreign language, and area studies, (3) produce new knowledge about other nations and cultures, particularly those of the non-Western world; and (4) develop curricula and instructional materials in foreign language, and area studies, needed by education, government, and business.

Program Scope:

In Fiscal Year 1975 this program supported 148 doctoral dissertation research fellowships, 24 group projects, 13 curriculum consultant grants and 33 faculty research fellowships.

Program Effectiveness and Progress:

A recent review of foreign language and area studies programs in the U.S. 1/ demonstrated that adequate opportunities for research and study abroad are critical to improving the quality of specialists training. Over 85% of those included in the survey reported a need to increase opportunities for studying language in its natural setting. While in absolute terms there has been substantial growth in the numbers of specialists with some overseas experience, the survey reveals that on the average the depth of experience abroad is inadequate. Furthermore, although as a group the specialists have had experience in a wide range of countries, the research of a majority of the specialists has been clustered in a small number of countries. In brief, a few countries are overstudied, relatively speaking, while a large number are understudied.

The Fulbright-Hays programs therefore provide a resource for training specialists in areas of greatest need and for helping improve the caliber of training in language and area studies through research and study abroad.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

1/ Language and Area Studies Review, Richard D. Lambert, (published in August 1973 by the American Academy of Political and Social Science and the Social Science Research Council).

Program Data.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Community Service and Continuing Education Program

Legislation:

Higher Education Act of 1965. Title I; Public Law 89-329, 20 U.S.C. 1001 as amended by Public Law 90-575; 20 U.S.C. 1001, 1005, 1006; as amended by Higher Education Amendments of 1972.

Expiration Date:

June 30, 1976

Funding History:

Year	Authorization	Appropriation
1966	$25,000,000	$10,000,000
1967	50,000,000	10,000,000
1968	50,000,000	10,000,000
1969	10,000,000	9,500,000
1970	50,000,000	9,500,000
1971	60,000,000	9,500,000
1972	10,000,000	9,500,000
1973	30,000,000	15,000,000
1974	40,000,000	14,250,000
1975	50,000,000	14,250,000
1976	50,000,000	12,125,000

Program Goals and Objectives:

The legislative goal of this program is to assist the people in the solution of community problems through the improved utilization of higher education resources for continuing education of individuals, groups, and communities.

The objectives of the program are (1) to stimulate institutions of higher education to modify traditional missions in order to provide specially designed educational services at times and places more convenient for adult participation and (2) to build new joint relations between institutions and between institutions and community agencies for the amelioration of economic and social problems. Problems, although national in scope, must be attacked in community and regional settings.

Program Operations:

The program has three distinct parts: a state-grant authority, Special Experimental and Demonstration Projects, and Special Programs for the elderly.

The State Grant program is administered by designated State agencies each of which develops a State plan, establishes priorities among problem areas and is responsible for reviewing and approving institutional proposals for support. One third of total program costs must be met from non-Federal funds.

Special Experimental and Demonstration Projects were authorized by the Education Amendments of 1972. Section 106 provides for a set-aside of 10% of appropriations to carry out projects designed to seek solutions to national and regional problems relating to technological and social change and environmental pollution. Priorities are determined annually by the Commissioner in consultation with the National Advisory Council on Extension and Continuing Education. Grants are made by the Office of Education to institutions on the basis of proposals submitted by them.

Special programs for the Elderly were authorized by the Older Americans Comprehensive Services Amendments of 1973. No funds have been made available, therefore this authority has not been exercised.

Program Scope:

All 55 eligible jurisdictions are participating in the program.

In FY 1975, 620 project grants were made for the conduct of specially designed continuing education programs by State agencies to 715 institutions of higher education. Some 130 of these projects were multi-institutional arrangements which called for the pooling of resources to meet state-wide or regional educational needs. The most significant increase in institutional participation has been among the two-year colleges, these constituted 12 percent of total institutions in 1967 and 32 percent in 1975. Operational projects in FY 1975 provided continuing education for 495,000 adults to assist in the process of community problem solving. More than 400 institutions conducted learning activities off-campus in public buildings, community agencies, schools and church basements.

Fifteen special demonstration projects were funded in FY 1975. These projects, with awards ranging from $41,000 to $195,376, focused on both national and regional problems and involved 39 institutions of higher education. Four projects will develop special continuing education programs in the areas of land use, energy conservation and consumer affairs. Ten projects will utilize innovative approaches to the educational needs of women, local government officials, prison inmates and elderly or handicapped citizens. Joint evaluations are planned for two projects aimed at prisoners and ex-offenders as well as two projects serving the elderly. In addition an award was made to Columbia University to undertake an evaluation of continuing education program for women.

Program Effectiveness:

In July 1974, a Federally funded study to evaluate the effectiveness of the Community Service and Continuing Education (CS/CE) Program was completed by Peak, Marwick and Mitchell, and Co. State agencies administering the program were asked to nominate all programs they considered successful. From this group, twenty-five were selected for additional study. One major outcome of the program was a participating institution's heightened awareness of its community's problems. Less positive results emanated from an evaluation of Federal and State administration of the program. Researchers also suggested that there is a problem with the ambiguity of the legislation as it relates to program scope. Finally, the report indicates that potential benefits from the program are high since it remains the only program focussing upon postsecondary institutions and community service.

On March 31, 1975, the National Advisory Council on Extension and Continuing Education presented to the Congress its mandated evaluation of the programs. The Council conducted field reviews of 14 State programs and projects, employed two independent contractors to review additional projects, analyzed all State plans and identified characteristics of projects associated with success.

The Council's report concluded that the program has stimulated a significant number of colleges to modify traditional programs and direct resources to community education for problem solving. Participating institutions numbered 314 in 1967 and 731 in 1973. It was determined that institutional capabilities are strengthened most notably by activities supported for sufficient duration, which are consistent with institutional goals and are cooperatively planned.

The Council's recommendations reflect the need for improved state planning both for postsecondary education generally and continuing education specifically. The Council suggests that program performance would be further enhanced by the provision of technical assistance from Federal administration to States and institutions particularly as related to the development of State plans.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

Program data files, Bureau of Postsecondary Education.

Peat, Marwick and Mitchell and Co., "Evaluation of Projects Supported Under Title I of Higher Education Act of 1965", Washington, D. C., July 1974--part of the National Advisory Council's review of the Title I program.

Program evaluation, Title I, by National Advisory Council on Extension and Continuing Education.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Land-Grant Colleges and Universities

Legislation:

Second Morrill Act of 1890, as amended; 26 Stat. 417; 7 U.S.C. 322,323; Bankhead-Jones Act, as amended; 49 Stat. 439; Public Law 182; 7 U.S.C. 329 as amended Title IX, Sec. 506 Higher Education Amendments of 1972

Expiration Date:

Indefinite

Funding History:	Year	Authorization	Appropriation *
	1964	$14,500,000	$14,500,000
	1965	14,500,000	14,500,000
	1966	14,500,000	14,500,000
	1967	14,500,000	14,500,000
	1968	14,500,000	14,500,000
	1969	14,720,000	14,550,000
	1970	14,922,000	14,720,000
	1971	14,720,000	12,680,000
	1972	14,720,000	12,600,000
	1973	15,160,000	18,700,000 **
	1974	15,160,000	12,200,000
	1975	15,160,000	12,200,000
	1976	15,160,000	12,200,000

* Figures are the sum of permanent appropriations under the Second Morrill Act (i.e., $50,000 for each State and each jurisdiction regarded as a State for the purpose of this Act) and funds annually appropriated under the Bankhead-Jones Act.

** This figure includes a one-time appropriation of $6,000,000 for the two newly-designated land-grant colleges of the Virgin Islands and Guam. Each jurisdiction received $3,000,000 to be invested in U.S. Government or other safe bonds, with the resulting interest to be used by the land-grant colleges.

Program Goals and Objectives:

The goal of the land-grant programs is to lend Federal support to the several States, and jurisdictions regarded as States for the purpose of this legislation, for collegiate-level instruction in agriculture and the mechanical arts. In addition, program funds may be used to support instruction in the English language and the various branches of mathematical, physical, natural, and economic sciences. The objective of the Morrill Act of 1862 was to provide public lands to any State that would agree to establish an institution in which programs in agriculture and the mechanical arts would be available to the sons and daughters of working class people. The objective of the Morrill Act of 1890 was to provide funds to those States having a dual school system, with the use of such funds authorized for the establishment of a land-grant college for black persons. Later amendments to the land-grant colleges program were designed to maintain and increase the level of Federal support in continuing the availability of these educational programs for persons whose educational opportunities were limited.

Program Operations:

A land-grant college or university is an institution designated by a State legislature for the benefits of the First Morrill Act of 1862 or the Second Morrill Act of 1890. The original Act provided public land (in the amount of 30,000 acres for each Senator and Representative of a State) in order to ensure the development in each State of at least one institution "to teach such branches of learning as are related to agriculture and the mechanical arts." The Second Morrill Act provided for an appropriation of $25,000 for each State having a land-grant institution. The Nelson Amendment of 1907 doubled these appropriations to $50,000. The Bankhead-Jones Act of 1935 provided for additional support. Puerto Rico was added in 1908; the District of Columbia in 1969; and both Guam and the Virgin Islands were so designated in 1973.

In addition to the permanent appropriation of $50,000 provided under the Second Morrill Act, each of the 54 jurisdictions receives a minimum of $150,000 under the Bankhead-Jones Act, with any additional allotment being apportioned among the jurisdictions in proportion to their populations. Monies are paid directly to State Treasurers and, in the event that more than one land-grant institution exists in a State, State Legislatures must provide by statute, for the division of these monies. Funds may not be used to purchase land, nor may they be applied to the purchase, erection, repair, or preservation of buildings. Each land-grant institution is required to provide annually to the U.S. Office of Education a report on the expenditure of monies under this program.

Program Scope:

In fiscal year 1975, $12,200,000 was apportioned among the 54 jurisdictions in grants ranging in size from $202,053 to $335,575. The average grant per jurisdiction was $225,926. Approximately 94% of these funds were used for salaries of instructors and the remaining 6% was expended for instructional equipment. Over the history of the program, the average breakdown of expenditures has been 95% for faculty salaries and 5% for instructional equipment.

Of the 72 land-grant institutions, only Cornell University in Ithaca and the Massachusetts Institute of Technology retain elements of private control and all of the land-grant colleges offer educational programs of more than two years. Currently, 17 States and the District of Columbia maintain two land-grant institutions, with the second land-grant institution in 16 of the States being established under the provisions of the Second Morrill Act of 1890. Nineteen of the land-grant institutions are predominantly black. In FY 1975 the average grant per institution was $169,444.

Program Effectiveness and Progress:

The land-grant colleges and universities program assists 72 land-grant institutions in meeting the continuing costs of instruction and equipment. Since grants form a very small part of institutional budgets and the use of land-grant monies is of a wide discretionary nature, the impact of these funds is difficult to assess.*

Ongoing and Planned Evaluation Studies:

None.

Sources of Evaluation Data:

Program files, Division of Training and Facilities, Bureau of Postsecondary Education.

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* Since land-grant institutions enroll approximately 22% of the Nation's degree-credit enrollment (or about 1,500,000 students) grants average roughly $8.13 of assistance per enrollee at land-grant institutions. In 1973, average per student expenditures among public institutions was $2,911--land-grant awards account for less than 3/10ths of 1% of this amount.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

College Teacher Fellowships

Legislation: **Expiration Date:**

HEA Title IX, Part B (Replaces Title IV of the National Defense Education Act of 1958; Public Law 85-864; as amended; 20 U.S.C. 462.)

June 30, 1976

Funding History:

Year	New Fellowships Authorized	Fellowships Support			
		New	Continuing	Total	Appropriation
1965	3,000	3,000	3,000	6,000	$32,740,000 1/
1966	6,000	6,000	4,500	10,500	55,961,000 2/
1967	7,500	6,000	9,000	15,000	81,957,000 3/
1968	7,500	3,328	12,000	15,328	86,600,000 4/
1969	7,500	2,905	9,328	12,233	70,000,000
1970	7,500	2,370	6,233 (a)	8,603	48,813,000
1971	7,500	2,100	6,245 (b)	8,345	47,285,500
1972	7,500	0	4,650 (c)	4,650	26,910,000
1973	7,500	0	2,980 (d)	2,980	20,000,000
1974	7,500	0	880 (e)	880	5,806,000
1975	7,500	0	600 (f)	600	4,000,000
1976	7,500	0	95 (g)	95	1,000,000

1/ $177,000 of FY 1965 appropriations were transferred for payment of teacher cancellations, NDEA II.

2/ $137,000 of FY 1966 appropriations were transferred for payment of teacher cancellations, NDEA II.

3/ $1,115,000 of FY 1967 appropriations were transferred for payment of teacher cancellations, NDEA II.

4/ $325,000 of FY 1968 appropriations were transferred for payment of teacher cancellations, NDEA II.

(a) Includes 170 special fellowships for veterans.
(b) Includes 770 special fellowships for veterans and 200 fourth year fellowships.
(c) Includes 180 special fellowships for veterans.
(d) Includes 880 special fellowships for veterans.
(e) All 880 fellowships are special fellowships for veterans.
(f) All 600 fellowships are special fellowships for veterans.
(g) All 95 fellowships are special fellowships for veterans.

Program Goals and Objectives:

The original objective of this program was to increase the supply of well-trained college teachers and encourage the development of doctoral level education on a broad geographic basis by providing three-year fellowship support for graduate students. However, in recent years the shift to a condition of oversupply of doctorates has resulted in diminished funding and a change in focus toward training of returning veterans who were previous Fellows.

Program Scope:

This program aids graduate schools in strengthening their doctoral programs, in developing interdisciplinary programs tailored to prepare teachers in fields of emerging manpower needs, and in helping veterans formerly on fellowships resume their education in order to prepare for academic careers.

Each fellowship covers a three year period and provides each fellow with a $3,000 a year stipend and $500 per year per dependent. In addition, a $3,000 per year educational allowance is provided to the institution for each fellow actively enrolled.

Panels of academic consultants review institutional applications and recommend specific doctoral programs to the Commissioner for final approval. Funds for these programs are made to institutions which reallocate them to individual graduate students selected by institutions themselves.

Program Operations:

Funds budgeted for the College Teacher Fellowship Program in FY 1976 will be used to support 95 returning veterans during the FY 1976-77 fellowship year as the program continues to be phased out in light of existing supply of and demand for recent graduates with advanced degrees. The year 1976-77 is expected to be the last year of funding for this Program since all fellows will have completed their tenure by the end of that year.

Program Effectiveness and Progress:

The changed focus of the program has made former measures of effectiveness inapplicable. However, as currently operating, the program is of direct assistance to returning veterans. It is too early to judge their completion rate. Judging from the past performance of fellows, it is assumed that 3/4 of the present group will be employed by institutions of higher education.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

Study of NDEA, Title IV Fellowship Program, Phase II, Bureau of Social Science Research, Washington, D. C., July 1970.

Program files, Division of Training and Facilities, Bureau of Postsecondary Education.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Higher Education Personnel Fellowships

Legislation:

Education Professions Development Act;
Part E, Section 541 and 542, Public Law
90-35; 20 U.S.C. 119b and 20 U.S.C. 119b-1

Expiration Date:

June 30, 1976

Funding History:	Year	Total Authorization	Fellowships Appropriation
	1969	$21,500,000	$2,200,000
	1970	36,000,000	5,000,000
	1971	36,000,000	5,000,000
	1972	36,000,000	5,044,000
	1973	5% or more of total	2,172,000
	1974	"	2,100,000
	1975	"	530,000
	1976	"	-0-

Program Goals and Objectives:

The purpose of this program is to increase the number and/or capabilities of teachers, administrators and specialists at the postsecondary level, in areas of critical need. Funds provide one and two-year fellowships for graduate study below the Ph.D. level in non-teaching fields.

Program Operations:

Support is provided to: (1) programs that have a high promise for improvement over past practices in their training of higher education personnel; (2) programs that prepare personnel for the higher education needs of students from low-income families; (3) programs that train and retrain teachers, administrators, or educational specialists for junior colleges and two-year community colleges located in urban areas; (4) programs that prepare personnel in higher education who will serve in developing institutions; (5) programs that prepare administrators, including trustees, presidents, deans, department chairmen, development officers, and financial aid officers; (6) programs that provide graduate level education for women, Native Americans, and the bilingual training for careers in higher education; (7) programs that are a basic combination of the above priorities and which show evidence of effective communication between faculty, students, administration, and where appropriate, local communities in the planning and implementation of the proposed program.

Institutions of higher education apply directly to the Office of Education for fellowships. Applications are reviewed by panels of faculty members and administrators who represent American higher education. Their recommendations are made to the Commissioner of Education.

Fellowship support can be provided for one or two year programs. Financial assistance is distributed in the following manner: $3,000 paid to students for each fellowship year; fellows are entitled to $500 during the fellowship year for each eligible dependent; the institution receives $3,000 a year for each fellow to pay for his tuition and required non-refundable fees.

Program Scope:

Some indication of the program's reach and operation can be obtained from program funding data and a study of recent graduates.

	Fiscal Year		
Output Measures	1973	1974	1975
Number of Institutions Participating	62	47	22
Number of Approved Programs	65	47	22
Number of Fellowship Awarded			
Total	441	316	78
(New)	(92)	(250)	(78)
(Continued)	(349)	(66)	(0)
Number of Fellowships Awarded in Training of Personnel As:			
Total	441	316	78
Teachers	(286)	(167)	28
Education Specialist	(44)	(67)	14
Administrators	(111)	(82)	36
Number of Fellowships Awarded to Train Personnel to Serve in:			
Total	441	316	78
Junior Colleges	(344)	(262)	52
Other Institutions	(97)	(54)	26
Average Yearly Amount of Fellowships	$6,500	$6,500	$6,500

Because of uncertainty concerning funding levels during recent years, fellowship awards have been restricted to one-year programs with possibility of renewal for an additional year. No initial two-year awards were made in FY 1974 or FY 1975. Congress did not appropriate FY 1976 funds for continuation of this Program.

Program Effectiveness and Progress:

Because of sharply reduced funding levels, it is believed that this Program now has only minimal impact upon the diversity of institutions and training functions outlined under "Program Operation". The number of participating institutions has decreased by 65 percent since FY 1973 and the number of Fellowships awarded has decreased by 82 percent.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

Program files, Division of Training and Facilities, Bureau of Postsecondary Education.

Abt Associates, Cambridge, Massachusetts. A Study of the Education Professions Development Act Training Programs for Higher Education Personnel. February, 1973.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

EPDA, Part E Institutes

Legislation:	Expiration Date:
Education Professions Development Act of 1967 as amended. Part E, Section 541 and 542, Public Law 90-35; 20 U.S.C. 119b and 20 U.S.C. 119b-1 (NOTE: Section 543 was repealed by Section 141(c)(1)(G) P.L. 92-318)	June 30, 1976

Funding History:	Year	Total Authorization	Institutes Appropriation
	1969	$21,500,000	$4,700,000
	1970	36,000,000	5,000,000
	1971	36,000,000	5,000,000
	1972	36,000,000	5,000,000
	1973	5% or more of the total EPDA Appropriation	5,132,000
	1974	"	-0-
	1975	"	1,570,000
	1976	"	-0-

Program Goals and Objectives:

The purpose of this program is to train teachers, administrators, or education specialists for higher education by providing support for institutes and short-term training programs. Such institutes focus upon specialized topics having practical interest and application to the current responsibilities of these teachers, administrators, and specialists.

Program Operations:

This program provides support for in-service or pre-service part- or full-time, up to 12 months duration; training of college personnel in a variety of academic fields, and other areas such as instructional methods and equipment, administrative skills, and student personnel services. Grants to the institution conducting the training cover all direct and indirect operating costs, and participant support.

Program Scope:

In FY 1974, no institutes were funded. Allocation of $1.57 million in FY 1975 funded 57 institutes, accommodating about 2,500 persons. One-third of these institutes were for the improvement of the skills of business officers and student financial aid officers.

Program Effectiveness and Progress:

Because of the absence of funding in FY 1976, no further Program impact is anticipated. However, a past evaluation found that "the demand for skilled personnel is uniformly strong across different types of institutions and institutional decision-makers. The major training emphasis was not on research or instruction but on planning and interpersonal relations. These are areas at the core of many local EPDA V-E programs, especially the institutes." The report concluded that the Institutes' program emphasis on the training of administrators was precise in relation to the expressed need.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

Program files, Division of Training and Facilities, Bureau of Postsecondary Education.

Abt Associates, Cambridge, Massachusetts. A Study of the Education Professions Development Act Training Programs for Higher Education Personnel. February, 1973.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

College Personnel Development, Fellowships for
the Disadvantaged (CLEO)

Legislation:	Expiration Date:
HEA, 1965, Title IX, Part D, as amended	June 30, 1975

Funding History:	Year	Authorization	Appropriation
	1973	$1,000,000	$ 0
	1974	1,000,000	750,000
	1975	1,000,000	750,000
	1976	1,000,000	0

Program Goals and Objectives:

The purpose of Title IX, D is to provide fellowships to persons of ability from disadvantaged backgrounds, as determined by the Commissioner of Education, to undertake graduate or professional study. The Council on Legal Education Opportunity was established for the purpose of bringing about a significant increase in the number of lawyers from minority and disadvantaged groups. The CLEO Program, formerly operated by OEO, has been transferred to DHEW and the decision was made to fund CLEO from the Title IX, Part D (Section 961) authority. The FY 1974 appropriation was the first for the Program under OE direction.

The law authorizing this program places a $1,000,000 ceiling on expenditures for these fellowships. Expenditures cover a minimum stipend to each student of $1,000 per year plus the payment of the administrative costs of the national CLEO offices.

Program Operations:

Funds are granted directly to the Council on Legal Educational Opportunity (CLEO) which make the awards and administer the program. Prior to entering law school, recipients attend a six to eight week intensive summer pre-law preparation program: they are then supported for three years of legal training with a $1,000 fellowship. In addition, participating law schools waive the tuition and fees that would normally be charged to the students.

Program Scope:

In Fiscal Year 1975, OE funded 330 continuation fellowships and 202 new fellowships.

It is estimated that there were approximately 27,000 minority graduate students in the U.S. in 1974 at Ph.D. granting institutions. Implementation of Part D is directed, however, only to potential law school students from the minority/disadvantaged population. While the exact number of this group is unknown, it is estimated that less than 3.0 percent of lawyers in the U.S. are from minorities and that the percentage currently enrolled in law schools is disproportionately low in relation to their undergraduate participation. Holders of CLEO fellowships constitute a small proportion of minorities/disadvantaged currently enrolled in law schools.

Program Effectiveness and Progress:

Since it began operation in 1968, CLEO has experienced a retention rate among its first year students of about 80%, a record which compares favorably with the rate of 77% for law students as a whole. Of those students who entered the program between 1968 and 1970 and thus have had time to complete law school, 65% have received their degrees, a record equal to the national record.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

American Council on Education, Higher Education Panel Report No. 19, Enrollment of Minority Graduate Students at Ph.D. Granting Institutions, August, 1974.

National Association for Equal Opportunity in Higher Education, The National Goal of Equal Opportunity and the Historically Black Colleges, November, 1975.

Program files, Division of Training and Facilities, Bureau of Postsecondary Education.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

College Personnel Development, Allen J. Ellender Fellowships

Legislation:	Expiration Date:
Education Amendments of 1972. Part C. Section 961 (a) (2). Public Law 92-506.	June 30, 1976

Funding History:	Year	Authorization	Appropriation
	1973	$500,000	$500,000
	1974	500,000	500,000
	1975	500,000	500,000
	1976	500,000	500,000

Program Goals and Objectives:

P.L. 92-506 authorizes the Commissioner of Education to make grants to the Close Up Foundation of Washington, D. C. to assist in carrying out a program of increasing the understanding of the Federal Government among secondary school students, their teachers, and the communities they represent. Up to 1,500 fellowships are awarded each year to economically disadvantaged secondary school students and to secondary school teachers.

Program Operations:

Each year a number of cities are selected for the award of grants for Foundation projects. Participants selected are intended to be a socio-economic cross-section of the local population and include teachers as well as students. There is an attempt to package Ellender funds with grants from other foundations and corporations. Funds are used to support seminars and workshops at which political processes, issues, and awareness are explored.

Program Scope:

A total of 1,431 fellowships were awarded during Fiscal Year 1974, 604 to teachers and administrators and 827 to students representing 15 communities. The total amount awarded through December 30, 1974 was $467,115, resulting in an average of $326 per fellowship.

Program Effectiveness and Progress:

Measures of program effectiveness are limited to the subjective assessment of the Close Up Foundation's directors. They believe that extension of Fellowships to additional cities, teachers, and students indicates greater success in spreading the Program concept. There has been no attempt, however, to detail the quality of the various projects or to indicate variations in the perceived effectiveness of workshops and seminars.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

Close Up Foundation report of December 30, 1974.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Veterans' Cost-of-Instruction Program

Legislation:	Expiration Date:
Section 420 of the Higher Education Act of 1965, as amended by Title X of the Education Amendments of 1972 (P.L. 92-318); as amended by P.L. 93-380	June 30, 1976

Funding History:	Year	Authorization	Appropriation
	1973	Unlimited	$25,000,000
	1974	"	23,750,000
	1975	"	31,250,000 *
	1976	"	23,750,000

* Includes a supplemental appropriation of $7.5 million.

Program Goals and Objectives:

The Veterans' Cost-of-Instruction Program is intended to provide improved and expanded services to veterans attending institutions of higher education. These services include recruitment, counseling, special education programs, and outreach activities. Implicit within the design of the program is the objective of encouraging institutions of higher education to expand and maintain enrollments of veterans.

Program Operations:

Institutions of postsecondary education, other than schools of divinity and proprietary institutions, may receive assistance under this program if the applicant satisfies one of four eligibility criteria related to the enrollment of veterans. An applicant institution which did not participate in the program during the previous year must have a minimum of 25 undergraduate veteran students enrolled and may satisfy either one of two criteria. The first is that at least 10% of the total undergraduate enrollment be veterans and that the current proportion of the undergraduate enrollment which is veterans not be any less than that recorded for the previous academic year. In the event that this criterion is not met, the applicant must have a current undergraduate veteran student enrollment which is at least 10% higher than the number of undergraduate veterans enrolled during the previous academic year. An applicant which participated in the program during the previous academic year must have an undergraduate veteran student enrollment which is equal to at least either (1) the number of undergraduate veterans enrolled during the previous academic year or (2) the minimum number of veterans which was necessary for the applicant to establish eligibility during the preceding academic year, whichever is less. These procedures to determine an applicant's eligibility apply only to veterans enrolled on at least a half-time basis.

Applicants which satisfy one of these eligibility criteria receive cost-of-instruction payments pursuant to two major stipulations. The first is that a minimum of 75% of the funds awarded to an institution must be used to establish a full-time Office of Veterans' Affairs, to employ at least one full-time staff member whose sole institutional responsibility is to veterans, and to provide adequate services. These services include (1) programs to prepare educationally disadvantaged veterans for postsecondary education, (2) active outreach, recruiting, and counseling activities through the use of other funds, such as those available under federally assisted work-study programs, and (3) an active tutorial assistance program, including dissemination of information regarding such program. The second stipulation is that any program funds not used for the above activities must be used solely to defray general academic/instructional expenses--such as instructional salaries, instructional equipment, media equipment, and library materials--and, thus, may be non-veteran related. Instructional expenses cannot exceed 25% of an institution's award. Several exceptions to these stipulations are accorded to small institutions (i.e., those enrolling less than 2,500 students and enrolling no more than 70 veterans). Small institutions are required only to provide recruitment and counseling services and to establish a full-time Office of Veterans' Affairs which may be staffed by part-time employees who together assume the responsibility of at least one full-time employee. In addition, small institutions also have the option of entering into a consortium agreement with other, comparable institutions provided that they are in close proximity and that the required services will be available to the veterans on the concerned campuses.

Cost-of-instruction payments to institutions are computed on the basis of the number of undergraduate veteran students enrolled at three accounting intervals which span two academic years. One third of the program funds available for a given academic year are used for an initial payment, based on veteran enrollment data for April 16 of the preceding academic year. The remainder of program funds are released on the basis of veteran enrollment data for October 16 and February 16 of the current academic year, subject to a limitation that the sum of the second and third payments to an institution for any academic year may not exceed twice the amount of the first payment. Cost-of-instruction payments, which are subject to the availability of funds, are computed at the following annual rate:

(1) For students who are current recipients of veterans' benefits accorded under Title 38, U.S.C., either Chapter 31 (1691 funds for vocational rehabilitation) or Chapter 34 (1696 funds for the predischarge educational program, PREP):

(i) $300 per full-time student,
(ii) $225 per three-quarter time student,
(iii) $150 per half-time student, and
(iv) no payment for students not enrolled as at least half-time students.

(2) For students who are current recipients of veterans' benefits accorded under Title 38, U.S.C., Chapter 34 (1692 funds for tutorial assistance); or for students who have previously received benefits accorded under Subchapters V and VI of Chapter 34, Sections 1691 and 1696.

(i) $150 per full-time student,
(ii) $112.50 per three-quarter time student,
(iii) $75 per half-time student, and
(iv) no payment for students not enrolled as at least half-time students.

An additional limitation on cost-of-instruction payments permits no institution to receive more than $135,000 in any one year. Since the program has not been fully-funded, this legislative amendment was added during Fiscal Year 1975 to protect small institutions. To the extent that this limitation makes available funds which would otherwise be apportioned as enormous awards to large institutions, the monies are allotted in such a manner as to ensure that eligible institutions will receive uniform minimum awards of up to $9,000. Should funds still remain available after application of this procedure, they are further distributed to ensure receipt of uniform minimum awards above $9,000--subject to the provision that no institutional awards above $9,000 exceed a cost-of-instruction payment as calculated by the veteran computation procedures described above.

Program Scope:

Total demand for program funds, as calculated by the veteran enrollment computation procedures, amounted to $264,388,312.50--or approximately 8½ times the size of the supplemented FY 1975 appropriation of $31,250,000. Award levels on a per veteran basis were determined through a pro rata reduction based on a full-time equivalency count which summed an applicant's full-, three-quarter-, and half-time veteran enrollments within each of the two award level categories. Under this reduction procedure, the award level for veterans in the first category (i.e., current recipients of 1691 and 1696 funds) was $35.40 and the current level for veterans in the second category was $17.70--or about 12% of what the award levels would have been, if the program were fully-funded.

Program Effectiveness and Progress:

In FY 1975, 1299 institutions applied for program awards, of which 93 did not receive assistance. Of these 93, 45 were ineligible since they enrolled fewer than 25 veterans; 14 were ineligible because the applications were from proprietary institutions; one was ineligible because the institution was not accredited; 6 withdrew their applications on the grounds that the cost-of-instruction payments would be insufficient to cover the required expenditures; and 27 were ineligible because they failed to meet the veteran enrollment growth factor. Of this latter group of 27, 14 institutions were unable to demonstrate a 10% veteran enrollment increase over the base year, while 13 were unable to maintain their level of veteran enrollments. Thus, 1206 institutions (of which 244 were initial applicants and 962 were renewal applicants) participated in the program in FY 1975, as compared with 1,009 institutions in FY 1974, and 1,070 in FY 1973.

The growth in the number of participating institutions between Fiscal Years 1974 and 1975 is not as large as it might initially appear and may be partially a consequence of the FY 1975 legislative amendment limiting the maximum amount of an award to $135,000. Thus, a number of community college districts and large state university systems (which may include several institutions) applied as individual entities for FY 1975 awards, rather than as single units as they did during FY 1974. In addition, the number of consortiums fell from 7 (comprising 15 institutions) in FY 1974 to 3 (comprising 6 institutions) in FY 1975.

The effects on award levels of the $135,000 award limitation were to reduce the awards to 12 institutions and to increase the level of awards to 216 institutions. Award levels ranged from a minimum of $5,456 to the maximum of $135,000--with the average being $29,912.11. For the schools which received increased awards, the effect was to make available $438,763.00; which raised awards to $5,456 from levels which otherwise would have been as low as $655.00 to as much as $5,452. For the schools which received reduced awards, the effect was to limit awards to $135,000 from levels which otherwise would have ranged from $136,998.00 to $294,652.00.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

Program Files, Division of Student Support and Special Programs, Bureau of Postsecondary Education.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Loans for Construction of Academic Facilities

Legislation:

P.L. 89-329, Title VII-C of the Higher Education Facilities Act of 1965; as amended by the Higher Education Amendments of 1972 (formerly Title III of the HEFA; P.L. 88-204)

Expiration Date:

June 30, 1976

Funding History:

Year	Authorization	Appropriation
1964	$120,000,000	$ 0
1965	120,000,000	169,240,000
1966	120,000,000	110,000,000
1967	200,000,000	200,000,000
1968	400,000,000	0
1969	400,000,000	100,000,000
1970	400,000,000	0
1971	400,000,000	0
1972	50,000,000	0
1973	100,000,000	0
1974	150,000,000	0
1975	200,000,000	0
1976	200,000,000	0

Program Goals and Objectives:

Loans for Construction of Academic Facilities is one of four programs which include also Annual Interest Grants, Grants for Construction of Undergraduate Academic Facilities, and Grants for the Construction of Graduate Facilities designed to help institutions of higher education meet a national shortage of facilities. The objective of this program has been to help reduce the financial burden on institutions of higher education by making available to them loans with low rates of interest.

Program Operations:

Loans have been awarded persuant to the following stipulations: (1) that not less than 20 percent of the development cost of the facility be financed from non-Federal sources (this requirement may be waived for schools qualified as developing institutions under HEA Title III), (2) that applicants have been unable to secure the amount of such loan from other sources upon terms and conditions equally as favorable as the terms and conditions applicable to loans under this program, (3) that construction will be undertaken in an economical manner and that it not be of elaborate or extravagant design or materials, and (4) that, in the case of a project to construct an infirmary or other facility designed to provide primarily for outpatient care of students and institutional personnel, no financial assistance be provided such project under Title IV of the Housing Act of 1950.

Loans have been made available to institutions of higher education, to cooperative graduate center boards, or to higher education building agencies (i.e., state agencies empowered by the State to issue tax-exempt bonds on behalf of private institutions of higher education) for the purpose of constructing only academic facilities and for insuring loans. Although the law allows for a repayment period of 50 years, loans have normally been made available for 30 years--with exceptions, under certain circumstances, permitting a maximum loan period of 40 years. Interest rates on these loans cannot exceed 3%, per annum. No more than 12.5% of the annual appropriations for this program have been permitted for the extension of loans in any one State.

Program Scope:

This program has not received any appropriations since Fiscal Year 1969, as it was anticipated that the same objectives would be accomplished under the Annual Interest Grants Program and with the use of private capital. Since Fiscal Year 1970, this program has been authorized to make new loans to the extent that funds became available through the termination (primarily through withdrawal or refinancing) of prior-year loan commitments. During Fiscal Year 1975, the remaining funds released through cancellation of prior loans were approved for new loan commitments.

Since Fiscal Year 1972, program priorities have focused upon the extension of loan commitments to predominantly black colleges. In Fiscal Year 1975, six loan commitments (involving Federal expenditures of $2,317,000 and supporting construction estimated at $16,843,783) were approved--all to private, four-year colleges. Four of these approvals were loan increases to predominantly black colleges; the remaining two were new loan approvals to predominantly white institutions.

Program Effectiveness and Progress:

Since the inception of the Higher Education Facilities Act of 1963, the Federal Government has provided financial assistance for the construction or improvement of academic facilities throughout the 55 states and territories. During the period Fiscal Year 1965 through Fiscal Year 1975 almost $2.5 billion in direct Federal grants and loans were awarded. In addition, over $1.4 billion in commercial loans were approved for annual interest subsidy support involving an estimated annual commitment of Federal funds approximating $29 million. Over 1,800 institutions of higher education received financial assistance for the purpose of facilities construction and improvement and some 4,000 facilities costing in excess of $10 billion will have been constructed.

Findings of an USOE study 1/ report that the total stock of space in 1974 approximated 1,332,300,000 net assignable square feet. Roughly 25% of this total was constructed between academic years 1968-69 and 1973-74. In addition, construction which will be completed by 1976 will supplement this stock by an estimated 80,000,000 square feet. The study also found that nationally aggregated comparisons of space standards with the space available showed few shortages, both for those categories where very specific space standards have been established (i.e., classrooms, laboratories, and office space) as well as for special use, general use, and support space, while non-academic space shows some excess. Some shortages of space were observed in office space, study space, and laboratory facilities. When disaggregated, the data showed a tendency for some schools (particularly two-year private colleges) to be space-rich and for others (generally, public universities and public two-year colleges) to exhibit some shortages as a consequence of shifts in enrollment patterns. Other major findings noted (a) that neglecting of maintenance, which can increase the need for remodeling, was estimated to be common at approximately 20% of the public sector institutions and 40% of the private sector colleges and (b) that there was little evidence that the drying up of Federal funds has tended to affect college construction decisions.

In view of the large amount of construction over the last 10 years and the anticipated leveling off of higher education enrollments, it appears that the Federal assistance programs for construction of higher education facilities have generally accomplished their objective. While certain areas of the country may still face a shortage of academic space, these deficiencies are believed to be limited, and the existing conditions do not constitute a national problem.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

1/ The Demand for Facilities in the Postsecondary Sector, 1975 to 1990, Joseph Froomkin, Inc., Washington, D. C.; August 15, 1974.

Program files, Division of Training and Facilities, Bureau of Postsecondary Education.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Ethnic Heritage Studies Program

Legislation:	Expiration Date:
Elementary and Secondary Education Act of 1965, Title IX, as amended (1972 and 1974).	September 30, 1978

Funding History:	Year	Authorization	Appropriation
	1974	$15,000,000	$2,375,000
	1975	15,000,000	1,800,000
	1976	15,000,000	1,800,000

Program Goals and Objectives:

This program provides opportunities for students to learn about their own cultural heritage and to study the cultural heritages of the other ethnic groups in the nation.

Each program assisted under this title shall--

(1) develop curriculum materials for use in elementary or secondary schools or institutions of higher education relating to the history, geography, society, economy, literature, art, music, drama, language, and general culture of the group or groups with which the program is concerned, and the contributions of that ethnic group or groups to the American heritage; or

(2) disseminate curriculum materials to permit their use in elementary or secondary schools or institutions of higher education throughout the Nation; or

(3) provide training for persons using, or preparing to use, curriculum materials developed under this title; and

(4) cooperate with persons and organizations with a special interest in the ethnic group or groups with which the program is concerned to assist them in promoting, encouraging, developing, or producing programs or other activities which relate to the history, culture, or traditions of that ethnic group or groups.

Program Operations:

The program authorizes grants and contracts with public and private nonprofit educational agencies, institutions and organizations to assist them in planning, developing, and operating ethnic heritage studies programs.

Programs for ethnic heritage studies which are proposed must be planned and carried out in consultation with an advisory committee that is representative of the ethnic group or groups with which the program is concerned. Project activities include curriculum material development and distribution, teacher training, and cooperation with ethnic groups in the community served by each project. Emphasis will be placed on multi-ethnic endeavors that draw upon the cultural pluralism of the community.

In carrying out this title, the Commissioner makes arrangements which utilize (1) the research facilities and personnel of institutions of higher education, (2) the special knowledge of ethnic groups in local communities and of foreign students pursuing their education in this country, (3) the expertise of teachers in elementary and secondary schools and institutions of higher education, and (4) the talents and experience of any other groups such as foundations, civic groups, and fraternal organizations which would further the goals of the programs.

Funds appropriated to carry out this title may be used to cover all or part of the cost of establishing and carrying out the programs, including the cost of research materials and resources, academic consultants, and the cost of training of staff for the purpose of carrying out the purposes of this title. Such funds may also be used to provide stipends (in such amounts as may be determined in accordance with regulations of the Commissioner) to individuals receiving training as part of such programs, including allowances for dependents.

During FY 1974, a total of 42 projects were funded with an average award of $56,000. During FY 1975 a total of 49 grants averaging $39,000 were made in support of programs in 32 states and the District of Columbia.

Program Effectiveness and Progress:

Each project contains a self-assessment in terms of constant review and professional criticism as well as feedback from teachers and students. These self-evaluations will be summarized for FY 1974 and FY 1975. One project in the FY 1975 program has established a task force for the assessment of the products and process of the 1974-75 EHS program.

Ongoing and Planned Evaluation Studies:

None

Source of Evaluation Data:

Program information.

E. EDUCATION PROFESSIONS DEVELOPMENT PROGRAM

ANNUAL EVALUATION REPORT OF EDUCATIONAL PROGRAMS

Program Name:

Teacher Corps Program

Legislation:	Expiration:
Part B-1 of the Education Professions Development Act (Title V of the Higher Education Act of 1965 as amended (P.L. 89-329) as amended) and P.L. 93-380, Title V, Section 511-514	FY 1979

Funding History:	Year	Authorization	Appropriation
	1966	$ 36,100,000	$ 9,500,000
	1967	64,715,000	11,324,000
	1968	33,000,000	13,500,000
	1969	46,000,000	20,900,000
	1970	80,000,000	21,737,000
	1971	100,000,000	30,800,000
	1972	100,000,000	37,435,000
	1973	37,500,000	37,500,000
	1974	37,500,000	37,500,000
	1975	37,500,000	37,500,000
	1976	37,500,000	37,500,000

Program Goals and Objectives:

The purposes of Teacher Corps as stated in the legislation are to strengthen the educational opportunities available to children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation and to encourage institutions of higher education and local educational agencies to improve programs of training and retraining for teachers and teacher aides by --

(1) attracting and training qualified teachers who will be made available to local educational agencies for teaching in such areas;

(2) attracting and training inexperienced teacher interns who will be made available for teaching and inservice training to local educational agencies in such areas in teams led by an experienced teacher;

(3) attracting volunteers to serve as part-time tutors or full-time instructional assistants in programs carried out by local educational agencies and institutions of higher education serving such areas;

(4) attracting and training educational personnel to provide relevant remedial, basic, and secondary educational training, including literacy and communication skills, for juvenile delinquents, youth offenders, and adult criminal offenders; and

(5) supporting demonstration projects for retaining experienced teachers and teacher aides serving in local educational agencies.

This last goal, reflecting changes introduced by the 1974 amendments, broadens Teacher Corps mission in two significant aspects. First is the inclusion of specific authority for the retraining of experienced teachers and teacher aides. Second, each Teacher Corps project will emphasize the demonstration of new programs and practices which emphasize the linkages between preservice and inservice and which involve the total faculty of a site school. Typical program elements include flexible models of teacher education based on performance criteria; the development of collaborative decision-making procedures assuring parity to the participating college or university, community served by the project, and local educational agency; the development of a community component which seeks to lessen the distance between the institutions and community by providing educational services beyond the school walls and involving parents in the classroom program; the demonstration of a major teacher training thrust or framework (CBTE, multidisciplinary, research based, etc.) for the demonstration of an integrated program of training and retraining; and an emphasis on the improvement of the management function within the cooperating agencies for the delivery of educational personnel training and retraining services.

Program Operations:

Teacher Corps awards grants to an institution of higher education and a local educational agency, either of which may be the prime contractor, to cooperatively mount and operate a project which will be managed collaboratively. The project governance structure includes representatives of the community served by the project. Awards are made each year to a two-year project duration, subject to satisfactory performance during the first year and negotiations of the second year budget. Projects operate more or less independently, receiving guidance from the program specialist assigned monitoring responsibility within the Teacher Corps office, and submitting quarterly reports of progress. Geographically contiguous projects are organized into "networks," a loose colloquium of projects seeking to find cost-beneficial and efficient ways to meet mutual needs for communication and services. Teacher Corps also supports various technical and developmental services to assist projects. These include several recruitment, technical assistance, and referral centers, annual national conference and staff training effort, and, for the first time in the Summer 1975, a Corps Member Training Institute, providing a single site preservice experience for all Tenth Cycle Interns and team leaders.

Program Scope·

During Fiscal Year 1975, the Teacher Corps had 234 operational projects. These projects were located in 135 school districts, 90 institutions of higher education, 9 State Departments of Education including Guam and Puerto Rico, for a total of 234 projects. In addition, 107 new projects were funded to begin in Fiscal Year 1976. Projects, through differentiated staffing and individualized instructional activities, directly affected the learning experience of approximately 125,000 children of whome 47,700 (37.8%) were from families with incomes below $3,000. Approximately 80 percent of these children were from elementary schools. Teacher Corps projects impacted on special clientele groups such as bilingual children (40 projects), Indian children (32 projects), and children in correctional institutions (17 projects) Teacher Corps also ran a special program which encouraged high school and college students parents and other community residents to serve as tutors or instructional assistants for children in disadvantaged areas

Program Effectiveness and Progress:

A number of evaluation studies provide information and insight about program operation. For example, a survey of June 1972 Teacher Corps graduates was conducted by Teacher Corps in August 1972. Seventy percent, or 900 of 1300 graduates responded. About 570, or 63 percent, indicated that they would remain in the field of education with 27% (240) of this group teaching in the school district where they served as interns. Ten percent (90) of the interns had not found teaching positions at the time of the survey.

In addition, the Comptroller General's Office issued a report to the Congress in July 1972, concerning the assessment of the Teacher Corps program made by the General Accounting Office (GAO). The study consisted of a review of Teacher Corps projects at seven institutions of higher education and the respective participating local education agencies. Also, a questionnaire was sent to all Corps members in the Nation who had completed their internships in 1968 and 1969. A total of 550 responded to the questionnaire. The findings and conclusions are grouped according to the two major program purposes as follows:

1. Strenthening educational opportunities

   The GAO found that the program strengthened the educational opportunities for children of low-income families who attended school where Corps members were assigned. Corps members provided more individualized instruction, used new teaching methods, and expanded classroom and extracurricular activities. Most of the interns and team leaders believed that children in the schools served by the program had benefitted from it. The classroom assistance provided by interns made it possible for regular teachers to devote more time to individualized instruction and make classes more relevant to the needs of the children.

Some of the Teacher Corps approaches to educating children were continued by the school districts after Corps members completed their assignments. Other approaches were discontinued because the school districts either had not determined their usefulness or did not have sufficient staff and financial resources to carry them on. Corps members generally became involved with various types of educational community activities which most Corps members believe had been a benefit to both children and adults. Some believed, however, that the activities were of little or no benefit due to poor planning and lack of community support. A majority of the interns who graduated from the program remained in the field of education. Most of these interns took teaching positions in schools serving low-income areas.

2. Broadening teacher-training program

The GAO study indicates that the program had some success in broadening teacher preparation programs at institutions of higher education. All seven institutions made some changes in their regular teacher preparation program as a result of the Teacher Corps. Five institutions developed a special curriculum for the Teacher Corps; the other two used existing courses. Most interns believed that their academic coursework was relevant to their needs. The impact of the program was lessened, however, because much of the special curriculum was not made available to non-Teacher Corps students and because institutions had not identified teaching approaches and techniques that would warrant inclusion in their regular teacher preparation programs. The institutions that used existing courses for Teacher Corps students did not determine the effectiveness of these courses in preparing Corps members to teach disadvantaged children.

Another relevant study is the Resource Management Corporation evaluation of Teacher Corps during FY 72. This evaluation covered 70 projects having 2,490 interns. Sixty-three projects with approximately 1900 interns responded to the survey instruments. The major conclusion drawn from this study was that while the Teacher Corps projects had performed fairly well in terms of operating within program guidelines, there were some areas that stood out as meriting attention by program specialists. The academic training offered to interns, for example, was much more inflexible than desired by the program staff. Only 31 percent of the total course-work was open for negotiation by interns, with 69 percent required by the college or project. This finding is considerably different from the 50-50 balance established as a program goal. In addition, interns perceived a lack of communication among groups within a project and cited this as the major problem area for the program. A further area of concern was in the level of involvement of many advisory councils and of the community in general in project operations. One example was that in 26 projects, advisory councils met quarterly or semiannually. Finally, considerably more projects emphasized change in college training programs as opposed to change in the school systems.

At least one analysis of a particular project — The Louisville, Kentucky Cycle V Project -- offers further useful insight into program operations and accomplishments. The major thrust of this project was to strengthen educational opportunities in inner-city schools by training 100 Teacher Corps interns to become working partners on facilitating teams. These interns were an integral part of a ten-member teaching team employing humanistic learning processes, relevant curriculum and flexible educational structures. The teaching staffs of six elementary schools were reassigned as necessary so that these schools could be completely restructured around 3 to 6 teaching teams each composed of one experienced coordinating teacher (team leader), another experienced teacher (staff teacher), four Teacher Corps interns, two paraprofessionals, and student teachers when available. Each team instructed approximately 100 children in an open learning environment.

During the first year of the Cycle V Teacher Corps project, only 17% of the elementary classes (grades 2-6) in project schools had an increase of 0.7 years or more in the total reading achievement mean. But, in the second year of the project this percentage had more than tripled to 54% of the classes (grades) having an increase of 0.7 years or more. The percentage indicating a year or more of growth advanced from only 4% to 18%.

Other advantages resulting either totally or partially from Cycle V Teacher Corps include:

1. A lowered pupil-teacher ratio by using differentiated staffing.
2. More creativity and innovation in the schools due to the wide range of backgrounds of Corpsmen.
3. Decreased vandalism and increased school attendance.
4. Communication improved at all levels of instruction.
5. Increased individualization of instruction.
6. Improved pupil attitude toward school and self-concepts according to pre- and post-test data.
7. Increased special programs for children with special needs, e.g., behavior modification classes, enrichment programs, tutorial and remedial classes.
8. Involvement of parents in making curriculum decisions.
9. Training of teachers to use behavioral objectives.
10. Increased counseling services for pupils.
11. An expanding behavior modification program (Swinging Door) initiated by Cycle V interns to encourage students to remain in the School System.

12. Development of a 10-year plan for spreading team teaching and differentiated staffing in the District.

13. Neighborhood School Boards as an integral part of local school decision-making.

14. Closer communication and cooperation between universities and the School District.

15. Establishment of cross-age tutoring.

A major study of the impact and effectiveness of Teacher Corps by Pacific Training and Technical Assistance Corporation was begun in July 1972. This was a two phase comprehensive study which concentrated attention and evaluation on measurement of program performance in terms of the ultimate student performance goal. The study focused on assessment and analysis of the impact of the program as measured by three major dimensions -- institutional change, enhanced teaching skills and behaviors, and improved classroom learning by students taught by Teacher Corps interns and graduates. Twenty 6th cycle elementary school projects participated in the study. Phase I of the study was completed in June 1974. Phase II was completed in December 1974.

The objective of Phase I of the study was to identify and analyze those combinations of intern background characteristics and training program characteristics that are related to desired teaching skills and attitudes of interns at the end of their training (exit characteristics). Data were collected at 20 Sixth Cycle Teacher Corps projects. The 20 projects represent all of those that prepared interns as elementary school teachers during the period 1971-1975. Data about the training program at each site were obtained by interviews with and completed questionnaires from eleven role groups involved in each project, e.g., team leaders, school principals, school superintendents, higher education personnel, etc. Data about intern teaching characteristics were obtained from a 50 percent stratified random sample of interns (sample N=369). All data about the training programs for interns and the teaching characteristics of interns were gathered in the spring of their second year of teaching. No comparisons were made with comparable groups of teachers in non-Teacher Corps training programs.

Information about the teaching characteristics of interns was gathered in several ways. Each intern was observed three times by an individual trained in the use of classroom observation instruments. To complement the classroom observations, each intern completed a log of his/her professional activities over one week's time. An interview with the intern about activities in the log provided information on how interns prepared lessons, diagnosed pupil needs, and evaluated pupil performance. Additional information was gathered from interns and their team leader by means of several questionnaires.

The conclusions drawn from Phase I of this study are:

1. Background characteristics, and training program characteristics were not good predictors of an intern's exit teaching skills and attitudes;

2. To the extent that intern background characteristics and Teacher Corps training program characteristics are related to intern exit teaching skills and attitudes, it is the Teacher Corps training program rather than an intern's background characteristics that are most closely associated with his exit teaching skills and attitudes;

3. The training program characteristics most closely associated with intern exit teaching skills and attitudes are:

    a. the pattern of collaborative decision-making;

    b. the degree of program integration, e.g., follow-up of course-work in public school setting;

    c. the degree of personalization of the program for interns; and

    d. the community component for interns.

4. The extent that teacher competencies were specified and used by the project was not closely related to any intern exit teaching skill. Other aspects of competency-based teacher education, however, were among the best predictors of intern exit teaching skills. These aspects include collaborative decision-making and the personalization of the program for interns; and

5. For Black, Chicano, or White interns studied separately, there were discernible patterns of relationship between intern background characteristics, Teacher Corps training program characteristics, and intern exit teaching skills and attitudes. For example, the community component of the training program for Chicano and White interns was directly related to the ability of these interns to communicate effectively with pupils. Such a relationship did not hold for Black interns.

Phase II of the study was designed to compare 100 first-year teachers who were Teacher Corps interns with other young teachers. The teachers were compared in terms of teacher performance and growth. Pupils of all teachers in Phase II were given an achievement test in reading and an attitude test, measuring self-esteem, in the Fall and Spring of the 1973-74 school year. In addition, classroom observation was carried out to assess both teacher behavior and pupil behavior. The basic purpose of Phase II were:

1. To assess the effectiveness of Teacher Corps graduates in working with low-income/minority group children; and

2. To assess patterns of relationship between teacher background, teacher education program, teacher behavior and pupil learning and growth variables.

The conclusions drawn from Phase II of the study are:

1. Teacher Corps graduates were superior to control group teachers on many of the teacher performance variables desired by Teacher Corps projects, e.g., developing ethnically relevant curricula, using community resources in teaching and initiating contact with parents, positive attitudes about reading development, and causes of poverty in society.

2. There was no difference between the two groups of teachers in terms of (a) their perception of the importance of bringing about educational change in the school, and (b) in reading gains of pupils despite a greater emphasis on reading instruction on the part of control group teachers in grades 2-3.

3. Teacher Corps graduates were able to bring about changes in a pupil's self-concept that were significantly greater than changes brought about by control group teachers.

4. Teacher Corps graduates who facilitated both high reading gains and improved self-concept tended to be teachers who brought about changes in the school and who initiated contact with parents.

5. No teacher background characteristic or Teacher Corps program variables were significantly correlated directly with pupil reading gain. A number of Teacher Corps program variables, however, were significantly correlated with pupil self-concept growth and other pupil variables. The consistent pattern of relationship between most pupil variables and Teacher Corps program characteristics strongly suggests that teacher training does make a difference on pupil behavior in the classroom and on related teacher performance.

In general, the study of Sixth-Cycle Teacher Corps projects revealed a weak relationship between Teacher Corps program features and the teaching performance of Teacher Corps graduates. During the planning process for implementing strategies for the in-service training of teachers under P.L. 93-380, Title V, Secion 511-514 it was suggested that the program plan and implement a process information system that would clarify this relationship and strengthen the efforts of future Teacher Corps projects (currently Cycle X). Efforts are currently underway to develop such a program process information system across the projects that have opted for one of five teacher training strategies or frameworks. The system will seek to: (1) describe the goals and operations of Teacher Corps projects starting with Cycle X; and (2) identify relationships among project goals, operations, and outcomes. The system is planned to generate common data about projects which may later be useful in relation to future summative evaluation.

Ongoing and Planned Evaluation Studies:

None

Source of Evaluation Data:

1. Annual operational data collected by the Teacher Corps Program.
2. United States Office of Education telephone survey of Teacher Corps graduates who completed programs in June 1972.
3. Assessment of the Teacher Corps Program -- Report to the Congress, The Comptroller General of the United States, July 14, 1972.
4. Full-Scale Implementation of a Process Evaluation System for Programs of the National Center for the Improvement of Educational Systems (formerly BEPD) by Resource Management Corporation, December 1, 1972.
5. Louisville, Kentucky Cycle V. Teacher Corps Project -- A Process Evaluation, June 1971.
6. A Study of Teacher Training At Sixth Cycle Teacher Corps Projects by Pacific Consultants (formerly Pacific Training and Technical Assistance Corporation).
7. Reform and Organizational Survival: The Teacher Corps as an Instrument of Educational Change by Ronald G. Corwin, John Wiley and Sons, 1973.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Career Opportunities Program

Legislation: **Expiration Date:**

P.L. 90-35, 1967, Part D, Section 531 1976
Education Professions Development Act

Funding History:	Year	Authorization	Appropriation
	1969	$ 90,000,000 (All of Part D)	$ 6,714,000
	1970	90,000,000 (All of Part D)	22,117,000
	1971	90,000,000 (All of Part D)	25,987,000
	1972	90,000,000 (All of Part D)	26,163,000
	1973	(Total EPDA - $200,000,000 not less than 5% of which is for Part D)	24,955,000
	1974	(Total EPDA - $300,000,000 not less than 5% of which is for Part D)	22,394,000
	1975	(Total EPDA - $450,000,000 not less than 5% of which is for Part D)	1,784,000
	1976	(Total EPDA - $450,000,000 not less than 5% of which is for Part D)	None

Program Goals and Objectives:

Public Law 90-35, under which the Career Opportunities Program (COP) operates, authorizes (Sec. 531a) the Commissioner "... to make grants to, or contracts with, institutions of higher education and State educational agencies, and ... local educational agencies ... for carrying out programs or projects to improve the qualifications of persons who are serving or preparing to serve in educational programs in elementary and secondary schools ..." These may include (Sec. 531 (b) (3)) "programs or projects to train teacher aides and other non-professional educational personnel;" and (Sec. 531 (b) (5)) programs or projects to prepare teachers and other educational personnel to meet the special needs of the socially, culturally, economically disadvantaged.

More specifically, and in keeping with the authorizing legislation, proposed regulations for the COP state that,

> The Purpose of the Career Opportunities Program is to attract and provide specialized training for selected persons such as teacher aides and other non-professional educational personnel, so that they may advance on a career ladder of increasing responsibility to positions as fully certified teachers, within schools with concentrations of children from low-income families. Such training will focus on meeting the special needs of children of low-income families.
>
> The Objectives of the program are:
>
> (1) To attract to new careers in education qualified persons, including low-income members of the ethnic minorities, who by reason of their own background and experience are especially sensitive to the need of children of low-income families, and train them to better meet the special educational needs of such children;
>
> (2) To better utilize a school's non-professional educational staff by development of an education career ladder;
>
> (3) To encourage and facilitate greater participation of parents and the local community in public school education;
>
> (4) To improve the training of a school's non-professional educational personnel by use and development of a work-study concept; and
>
> (5) To increase the level of cooperation among local schools and institutions of higher education which participate in the Career Opportunities Program.

Program Operations:

Awards are made to local education agencies, which design training programs jointly with community organizations and agencies, community colleges, and nearby universities, and with their State education agencies. The LEAs subcontract with cooperating institutions of higher education to provide training services. State education agencies and institutions of higher education may also apply for awards. Projects must be located in schools with high concentrations of low-income families.

The Career Opportunities Program encourages low-income men and women to start their careers as education auxiliaries at whatever level their abilities and interest permit, then follow a career ladder to more responsible, more remunerative and more challenging jobs in low-income area schools.

The COP helps school districts and universities create programs that are more relevant to the needs of low-income people and to the career training needs of the participants themselves. Training combines academic study towards high school equivalency, the associate of arts and the baccalaureate degrees, with classroom work in low income area schools. The training is supervised by experienced teachers, who serve as team leaders and as cooperating teachers. A combination of courses and practicum enable participants to earn as much as 30 credits per calendar year.

Program Scope:

Grants to twelve local and two national COP projects were revised to extend them through June 30, 1975 and to increase the amount of the award with FY '75 funds. The local projects so funded had started later than the majority of the COP projects and required an additional year to complete a prescribed five year training cycle. Increases for local projects ranged from 48 to 267 thousand dollars. The two national COP projects were continued with FY '75 funds to maintain certain national priorities and to provide for an orderly close out of the COP. Projects receiving FY '75 COP funds are located geographically in eight of the ten HEW regions.

A profile of the target populations served is given below. It is taken from a report by Public System, Inc. of Huntsville, Alabama and is based upon an analysis of data received by May 18, 1975 from 34 of 132 local COP projects. It should be noted that while the data were not collected on the basis of a random sample of the COP universe they are believed to be a reasonably accurate description of the some 7,500 COP participants in that universe.

Profile of COP participants

90% were of low-income backgrounds

93.4% were residents of low-income communities at the time of enrollment

9.9% were veterans

21.5% were males

78.5% were females

50.7% were Black

25.4% were White

12.4% were Chicano

4.3% were Puerto Rican

5.3% were American Indian

2.0% were of an ethnic group other than the above or of undefined ethnic group

24.2% were considered to be "High Risk" participants

7.1% were between 19 and 24 years of age

36.3% were between 25 and 34 years of age

28.8% were between 35 and 44 years of age

17.3% were between 45 and 59 years of age

1.1% were 60 years of age or older

The age of 9.4% of the participants was not reported.

Local COP projects receiving FY '75 funds continue to have both formal and informal linkages with other government agencies and programs such as Housing and Urban Development, Title I of the Elementary and Secondary Education and Right-to-Read and with other State and local programs. Several of the projects also have a very strong bilingual component.

Program Effectiveness and Progress:

A national impact evaluation of COP was conducted by Abt and Associates, Inc. in FY 72. The findings show that the Program is successful when measured in accordance with the following factors:

(1) COP aides are representative of the targeted program population. They show strong motivation to continue in the Program and become teachers, and have a positive professional view of themselves. As such, the Program has provided a vehicle for upward mobility for the aides.

(2) Satisfaction with the Program is high among superintendents, principals, teachers and COP aides.

(3) Principals want more COP aides in their classrooms and feel that they increase the amount of individual instruction scheduled for children. They perceive COP aides as more professional than other teacher aides.

(4) Superintendents see the COP aides as linkages between their schools and community groups. They want more aides for both regular classes and for special students. There is some evidence supporting less restrictive requirements in the hiring of teachers when COP is in the school system.

(5) Institutions of higher education report changes in course content, schedules, and entrance requirements not only to accommodate COP but also as a result of their COP experiences. These changes, present, planned, or being considered for all students were in the direction of performance-based teacher education.

(6) State Education Agencies show a positive relationship between the presence of COP in their schools and changes in credentialing requirements.

One hundred ten local, 49 State and 3 national COP projects received their last funds in FY '74 and except for some no cost extentions have been closed out. The 14 projects referenced above will continue with FY '75 funds. As final reports are received it is expected that a comprehensive analysis of program effectiveness will be made.

At this time there are available, in addition to studies reported in previous Annual Evaluation Reports, a number of studies made by local COP studies made by HEW regional offices and several doctoral studies of the COP. Two recent reports provide up to date information on the effectiveness of the COP effort. A study by Public Systems, Inc. which is referenced above is based upon a sample of the COP universe, a second study by Queens College studied COP graduates as teachers.

The Public Systems report summarizes a fiscal analysis as follows:

This section views the benefits and characteristics of all COP expenditures during the current fiscal year (July 1, 1974 - June 30, 1975).

One of the factors considered as essential to the development and institutionalization of the COP process was the linkages of COP to other federal, state and local educational-related programs. The changes in federal and state programs during the past three years have obscured these linkages. However, the administrative and coordinative resourcefullness and techniques of the Project Directors have resulted in the achievement of substantial multiple benefits.

During the fiscal year, twenty six projects reported total program cost of $7,133,036.00. Of this amount $4,370,005.00 or 61.3% were obtained from COP grants.

A profile of COP related expenditures as follows:

Total COP Administrative Costs This Year - Twenty-six projects reported COP administrative costs of $1,157,085.00. Therefore, administrative costs represent 16.2% of total program costs.

Total Cost Per Participant - At a total cost of $7,133,036.00, in the twenty-six projects reported 1,644 participants enrolled in their projects on and after July 1, 1974. This results in a cost of $4,339.83 per participant.

Total Training Cost Per Participant - Within the twenty-six projects, $1,157,085.00 of $7,133,036.00 were administrative costs and $5,975,951.00 of $7,133,036.00 were training costs. This results in a training cost per participant of $3,635.00 for participants in COP on and after July 1, 1974.

IHE Training Cost - Six of the twenty-six projects supplying detailed project cost data reported that $553,340.00 of $1,958,132.00 total program costs were expended for IHE training and administrative cost. Within these projects, 333 participants were enrolled on and after July 1, 1974. This represents an average IHE training cost of $1,661.68 per participant. Within these six projects, the average IHE training cost per participant rated from $679.00/participant to $1,945/participant.

Additional evidence of program effectiveness reported by Public Systems related to areas of major concern deemed to be specifically relevant to COP goals and concerns. Areas of processes and brief findings about each are as follows:

1. A Career Lattice

   Evidence of Use - The most meaningful indication of acceptance of the paraprofessional career lattice by the LEA is the incorporation of the career lattice positions in the LEA Personnel Salary Schedules. Thirty-one of thirty-four project (91.2%) responded that participating school districts have included various steps for the COP paraprofessional in their Personnel Salary Schedules.

   Categories - Fourteen of twenty-nine projects (48.3%) reported that the needs of children formulated the basis for identifying the fields of work contained in the career lattice. Further, fourteen of twenty-eight projects (50%) reported that their career lattices contained fields of work corresponding to all defined categories of major needs of the children. Eleven of twenty-nine project (37.9%) incorporated both of these aspects in their career lattices and eleven of twenty-nine projects (37.9%) incorporated neither.

2. Provisions for Work-Study

   Released Time - (1) To ensure that participants have adequate time in which to attend classes and study while being employed in the LEA schools, it is desirable that the LEA schools grant the participants "paid release time". (2) Nineteen of thirty-two projects (59.4%) reported that six hours or more of paid release time per week was granted to participants enrolled in their projects. Thirty-one of thirty-two projects (96.9%) reported that participants were granted at least one hour of paid release time per week. (3) Twenty-two of thirty-two projects (68.6%) reported that participants employed in elementary schools were granted at least six hours of paid release time per week.

   Relationship - While COP participants are enrolled in the learning-teaching environment of COP, they are (1) completing various levels of academic education with the IHE, and (2) employed by the LEA school system to assist in the classroom while further developing teaching skills.

   Self-Study - Twelve of thirty-four projects (35.3%) reported that twenty of their thirty-two participating IHE's (62.5%) granted credit to COP participants for group self-study. Of the seventy-two participating IHE's in the thirty-four projects, an overall percentage of 27.8% of the IHE's granted participants such credit.

3. The COP Council

Recruitment - All projects, thirty-four of thirty-four, reported that COP Advisory Councils were participating in their projects. Of these, thirty-one (91.2%) reported that their COP Council participated in the development of the recruitment process.

Twenty-six of thirty-three projects (78.8%) reported that their COP Advisory Councils actively participated in the selection of the participants enrolled in their projects.

Linkages - As of March 1, 1975, twenty-four of thirty-one projects (77.4%) reported that individuals associated with other educational programs operating in the school systems were members of their COP Advisory Councils. Within the twenty-four projects, a total of 71 such linkages were effected. Twenty projects reported that linkages with 59 programs provided 192 members to their COP Councils. Individual projects identified such linkages with from (1) to six (6) other educational programs. The median number of programs so linked with COP in these projects as of March 1, 1975 was three (3).

Involvement - Sixteen of twenty-nine projects (55.2%) reported that their COP Advisory Councils participated in decisions relating to the training of COP participants.

Seventeen of twenty-six projects (65.4%) reported that their COP Advisory Councils participated in decisions related to the hiring of the COP Project Staff.

Thirteen of twenty-seven projects (48.1%) reported that their COP Advisory Councils participated in budget decisions relating to the COP project.

Nine of twenty-five projects (36%) reported that their COP Advisory Councils participated in decisions related to the expenditures of project funds.

Twenty-two of thirty-one projects (71%) reported that their COP Advisory Councils participated in decisions related to community involvement with the project.

4. Recruitment

Participants - Within the seven projects subjected to in-depth analysis, 66% of the participants enrolled in the projects were recruited from other educational programs operating within the school system. Detailed analysis of source recruitment indicates the following:

24.5% of the participants were recruited from the Title I Program

41.6% of the participants were recruited from other educational programs operating within the school systems

1.3% are known to have been recruited from outside the school system

The source of recruitment of 32.7% of the participants was undefined

Characteristics -

90% of the participants were of low-income backgrounds

93.4% of the participants were residents of low-income communities at the time of enrollment

72.2% of the participants are 44 years of age or younger

The Queens College study compared first year COP-trained teachers with first year non-COP trained teachers. The data are still being studied but preliminary findings indicate that,

> "What does appear to be the case in a series of consistent, although often small, more positive score by the COP-trained. They possess a more favorable set of attitudes. They demonstrate in the classroom the behaviors considered to be the better one. Their supervisors rank them more favorably. The children in their classes think better of themselves, and with the exception of the score on one subscale, the children's parents believe those in the classrooms of the COP trained teachers have better attitudes. And what slight difference there is in achievement test scores favors the COP-trained teacher's students.
>
> It seems fair to assert that there is a clear if not firm picture. It is that the COP-trained teachers have more positive personal qualities, display in the classroom both the results of these qualities and the behaviors correlated more highly with pupil success, receive higher ratings from their supervisors, have children who rate themselves and are rated by their parents more positively."

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

1. Program operational and fiscal data collected by COP.
2. Impact Evaluation of the Career Opportunities Program by Abt and Associates, Inc., January 1, 1973.

3. COP Project, Richmond, California Unified School District.

4. Project COP, Division of Research, Memphis City Schools Memphis, Tennessee.

5. Information gained from the ACE (Analysis of Communication in Education) and BRACE (Behavior Ratings and Analysis of Communication in Education) instruments by Bank Street College of Education. (To be completed December 1975.)

6. Research foundation at Queens College (CUNY), New Careers Training Laboratory. A Comparison of COP Graduates with Non-COP Graduates as First Year Teachers. December 1975.

7. Public Systems, Inc., Huntsville, Alabama. Summary and Detail Report of the COP Program Development and Implementation. September 1975.

ANNUAL EVALUATION REPORT ON EDUCATIONAL PROGRAMS

Program Name:

Urban/Rural School Development Program

Legislation:

P.L. 90-35, 1967 Part D, Section 531
Education Professions Development Act

Expiration Date:

FY 1976

Funding History:

Year	Authorization	(Obligated) Appropriation
1971	$ 90,000,000 (All of Part D)	$10,527,000
1972	90,000,000 (All of Part D)	11,989,000
1973(Total EPDA- 200,000,000 not less than 5% of which is for Part D)	200,000,000	10,297,640
1974(Total EPDA-	300,000,000)	9,529,000
1975(Total EPDA- not less than 5% of which is for Part D)	450,000,000	6,355,000
1976(Total EPDA not less than 5% of which is for Part D)	450,000,000	5,212,00

Program Goals and Objectives:

The Urban/Rural School Development Program is designed to bring about enriched learning environments in schools serving children in socially, culturally, and economically disadvantaged communities through training and retraining activities for teachers and other educational personnel presently employed in such schools.

In order that appropriate training programs might be provided, emphasis is placed upon the development within the school and community of continuous processes for identifying critical needs and assembling ideas, resources and strategies to meet those needs, and upon the development of improved decision-making capabilities in school and community personnel.

As the program is developmental in nature and is presently in the fourth year of a five year cycle, it is not possible to report programmatic progress with any degree of certainty. However, it is possible to State that all projects within the program have been successful in building the policy making, planning and implementation structures and processes required for functional activity. An important factor affecting the ability of the Office of Education, Washington, to report quantative results is the decentralized nature of the program characterized by a lack of authority on the part of the National Program Coordinator to make Regional Project Officers responsible for collecting and forwarding requisite project data from which such reports could be derived.

Program Operations:

Operationally, the Urban/Rural School Development Program is unique. Within the framework of the total program, three distinct operational levels can be defined. First, at the national level, responsibility rests for program policy decisions, allocation of grant funds to regional offices and directing and monitoring the delivery of technical assistance services provided by the Leadership Training Institute operated out of Stanford University.

Second, responsibility for and monitoring of site-specific project activities is delegated to the regional offices and, by them, to regional project officers. Included within the auhority of the regional project officers falls negotiation of individual project grants and decision-making control over project program efforts.

Third, and last, the program is based conceptually and operationally upon the notion that individual projects would exercise the right to determine how local needs could best be met through local decions as to the nature of training offered. Such training to be carried out by institutions of higher education or other sources of expertise deemed adequate by the local project to achieve its goals. The planning and decision-making body at this level is composed of representatives of the schools and communities involved. Membership of these councils is apportioned on a parity basis between the schools and lay persons from the community.

Program Scope:

There are 30 current projects involving about 4,500 schools, staff and community members. Funds appropriated in fiscal year 1974, and expended during academic year 1974-1975 provided for continued developmental assistance to each of these sites. The bulk of these funds were expended to implement training programs developed from an assessment of local needs. Local project funds were supplemented by a grant made at the national level to the Stanford Urban/Rural Leadership Training Institute. The combined local and national funds were employed to provide both for the difficult and sensitive process of maintaining viable school-community councils. LTI funds were also expended in providing developmental assistance to individual sites on a site-specific basis and for higher level training in terms of site clusters characterized by relatively high degrees of similarities.

Individual project grants during FY '75 varied widely according to the size and scope of the various models. The following data presents a fairly accurate picture of the Urban/Rural from a national perspective:

(1) 25 grants were made to sites with regular Urban/Rural designs.

- (a) 11 of these sites are located in inner-city urban schools.
- (b) 14 of these sites are located in rural areas
- (c) 3 of the sites serve predominantly Indian populations.
- (d) 3 of the urban sites serve populations characterized by almost equal proportions of Black and Spanish-speaking people.
- (e) 1 urban site serves a totally Spanish-speaking population
- (f) 8 urban sites serve predominantly Black populations
- (g) 1 rural site serve a predominantly Black population
- (h) 4 rural sites serve Appalachian White populations
- (i) 1 urban site serves a mixture of Latino, Black, Greek, and migrant Appalachian White populations
- (j) 3 rural sites serve Chicano populations
- (k) 1 rural site serves a large migrant agricultural population

(2) 4 grants were made for Teacher Center activities supporting regular Urban/Rural Projects.

   a. Rhode Island

   b. West Virginia

   c. Texas

   d. California

(3) 1 grant was made to the University of New Mexico to support a Leadership Training Program operated by La Raza Unidas.

It should be noted that presentation of the national perspective does not take into account the unique ways in which individual sites have developed methods and programs specific local needs. To date, a reliable data bank which would reflect this fact is not available. However, the development of such a data bank is presently being undertaken by the Stanford Leadership Training Institute.

Program Effectiveness and Progress:

In 1972, the Resource Management Corporation conducted a process evaluation of 39 projects. The overall conclusion of this study is that the major goal of the Special Education program -- the training of teachers to teach handicapped children in regular classroom setting -- is being met by most of the projects studied. Academic and practicum training are directed to this end, emphasizing identification, diagnosis, and remediation for handicapped children. No major problem areas were cited by participants and there were no frequently mentioned suggestions for project improvement. Self-evaluation of projects is well underway, with most projects having established measurable objectives for the evaluation.

While each of the Urban/Rural projects is required to have an annual evaluation of its program, decentralization of the projects has caused extreme difficulties in terms of a national overview. Partly this situation results from failure to provide for adequate policy procedures which would allow O.E., Washington, to require full and appropriate project reporting from either the individual projects reporting from either the individual projects or from regional project officers. Partly it results from a lack of understanding of, or sympathy with, the Urban/Rural Program design and purpose that exists in the regional offices. In short, while clear lines of administrative policy have been established between O.E., Washington, and the regional offices, no procedures exist -- or, at best, very complex processes are available -- by which to ensure an integrated program policy approach through the nation. Since judgement of reliable program results can be assured only through knowledge that each part of the program conforms to the same policies, it is obvious that until the existing ambiguities between O.E., Washington, and the regional project officer roles have been eliminated, official judgement of program effectiveness must be suspect.

However, the fact of the existence and activities of the Stanford U/R Leadership Training Institute (LTI) obviates some of these difficulties, at least partially. That body, under the guidance and control of the national office provides a resource from which reliable and timely information and data regarding site activities can be obtained. It also provides an avenue through which unified program policies may be disseminated to the individual sites. Though as a pragmatic device such an arrangement is of great value, it certainly does not meet all requisite needs to assure site conformance to national program policy. First, because the LTI has no official governmental authority over project activities and, second, because LTI efforts may be easily circumvented by regional decisions.

Despite the dismal picture painted above, some positive statements can be made about the effectiveness of the Urban/Rural Program. Perhaps the most important positive accomplishment of the program to date can be seen in the development of the School-Community Council. Though the notion of councils attached to Federally financed efforts to improve the delivery of educational services represents very little by itself, the idea of a council functioning on a parity basis with the education establishment has proven to be a powerful force for initiation of change. In the case of the twenty-five regular urban/rural projects, evidence of this force is unevenly distributed. Results of its exercise also differ qualitatively. However, even superficial observation of the SCC's in action will show its unmistakable presence. Documentary evidence for its existence and impact will be available within the next year as results of completed studies of the Urban/Rural Program directed by Dr. Bruce Joyce of Stanford University. Preliminary findings indicate such -- only the question of degree of impact seems open yet.

Another area justifying positive reactions to the Urban/Rural effort can be found in methods by which training needs are determined and met. Since training within a project must be related to identified needs, at least two dynamics are set in motion. First, that of demonstrating that need is related to lack of training. Second, the necessity for designing training programs that are direct responses to revealed needs. Though there remains much to be discovered about the functions and relations of these two dynamics, it is now possible to discuss instances where interaction between them has produced new and effective approaches to inservice training efforts. One of the more interesting examples of an outcome of this interaction can be seen in the "Resident Professor" concept.

Many sites have begun to follow the procedure of bringing outside expertise, from IHE's or other sources, into the local arena for purposes of both diagnosing factors contributing to an identified need and designing site-specific training programs to remedy such defects. Further, those who perform the diagnostic and design function are also those who carry out the training program. The potential impact of this procedure upon teacher-training as it is most commonly practiced can hardly be overstated.

Among many other possible areas important to the solution of educational deficiencies characteristic of disadvantaged communities is the area of communications between the schools and those the schools should serve. The Urban/Rural Program design can be shown as having a very definite positive impact here. There is no need to rehash the horror stories of the ugly conflicts between school boards and teachers; between schools and communities; between school officials and parents; between students and teachers; etc.; etc.; which have filled our streets with angry mobs -- which have resulted in strikes, damage to schools, injury to individuals, and, perhaps most importantly, the erosion of public faith in the capabilities of the school as a major institution through which the youth of the nation are assisted in their struggle to become productive and valuable citizens. School Boards and Superintendents have had notoriously little success in keeping such conflicts from the streets. However, it is possible now to look back upon the history of the past four years of school systems in which the Urban/Rural Program has been operative and, from that history, draw several potentially dramatic conclusions. It is important to remember that Urban/Rural Schools generally were selected from environments most often affected by such activities. The most striking fact related to the above is that during the life-span of the Urban/Rural experience, there have been no disruption of educational activities within the urban/rural target schools except for the recent strike affecting all New York City Schools. Morale in participating schools appears to be consistently high. Involvement of both school and community personnel has been remarkably constant. School discipline problems have diminished noticeably. For the most part, individuals serving on the School-Community Councils have viewed their participation as being important and have given much time and effort to the work of those bodies. It appears that a reasonably sound, but as yet tentative, conclusion would be that the SCC's offer both a viable means through which educational defects may be attacked and that the specific task orientation of the group, with its mix of major role group representation, provides a forum through which many potential conflicts can be defused.

To end this presentation at this point presents an alluring temptation. However, tempting though it is, such a procedure would distort the true nature of the Urban/Rural effort. No person possessing even a modicum of knowledge of the current education scene could believe that the Urban/Rural School Development Program provides the total answer to qualitative improvement of the American schools. What, then, are some of the negative lessons that have been learned during the course of its development?

First among these lessons is that the difficulty of providing hard data to show that specific inservice training has a direct cause and effect relation to student achievement was seriously underestimated. It is now quite clear that more time shall be required to test that relationship with any degree of accuracy.

Secondly, the original conceptualization of the Urban/Rural Program failed to recognize sufficiently the complexities of political and economic factors that have proven to be extremely difficult to manage in terms of giving specific developmental assistance to local projects. This failure has caused much confusion and may eventually (though some attempt to bring greater awareness of the importance of these factors and their impact upon local efforts is now a part of the program design) result in realizing less success than had been anticipated.

Thirdly, it is now understood, but only after a rather lengthy period of frustration, that the importance of the "parity" concept was central to the successful creation and operations of the School-Community Councils. Much effort was expended to provide for structural parity between role-groups represented in that group. Realization of the greater necessity for what can be defined as "procedural" parity has only been recognized as the real problem and the search for ways to cope with parity in this has only begun.

Finally, full understanding of the nature and causes of the general lack of interest on the part of the tax-paying public and the existence of apparent parental apathy in terms of achievement levels of students remain as significant problems to be overcome.

In conclusion, it must be emphasized that this discussion undertook to present a balanced view of the design of Urban/Rural School Development Program; of what has been the foci of its efforts; of major accomplishments and deficiencies; and, finally, to provide the reader with sufficient information on which to judge for himself its value or lack of value.

On-going and Planned Evaluation Studies:

No projected studies are currently planned for this area. There are no major studies underway; nevertheless, each project is required to have an internal evaluation component.

Sources of Evaluation Data:

1. Annual programs data.
2. National and Regional Conferences.
3. Reports from the Stanford Urban-Rural School Development Program, Leadership Training Institute.
4. Annual review by the University of Minnesota Leadership Training Institute.
5. Meetings and discussions with Regional Project Officers.
6. Program officer site visits.
7. Process Evaluation of the Programs of the Bureau of Educational Personnel Development, December 1972 by Resource Management Corporation.
8. The Urban/Rural School Development Program: An Examination of a Federal Model for Achieving Parity Between Schools and Communities. Terry, James V. and Hess, Robert D. -- January, 1975.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Vocational Education Personnel Development Program

Legislation:	**Expiration Date:**
Education Professions Development Act (P.L. 90-35), Part F; enacted October 16, 1968 as Title II of the Vocational Education Amendments of 1968 (P.L. 90-567); and amended as the Part F amendment of EPDA. (Note: EPDA is forwarded funded.)	1977

Funding History:	Year	Authorization	Appropriation
	1970	$ 35,000,000 (Part F, only)	$ 5,678,330 (including $480,541 under EPDA, Part D)
	1971	40,000,000 (Part F, only)	6,757,000
	1972	45,000,000	6,905,130 (including $155,000 under EPDA, Part D)
	1973	(not less than 10% of total EPDA appropriation)	11,860,000
	1974	(not less than 10% of total EPDA appropriation)	11,268,000
	1975	(not less than 10% of total EPDA appropriation)	9,000,000
	1976	(automatic extension Ed. Amendments 74)	10,000,000

Program Goals and Objectives:

The broad program goal of the Vocational Education Personnel Development Program is to encourage the 56 State boards for vocational education, through the funding strategies of two operational programs, to systematically assess their needs for leadership and personnel development, identify individuals with leadership potential and institutions capable of developing leadership skills, design high quality training activities to meet the personnel development needs, and develop a real commitment to a responsibility for coordinating a statewide subsystem for personnel development. The two operational programs are authorized by Section 552 (Leadership Development Program - FAC 13.503) and by Section 553 (State Systems Program - FAC 13.504) of Part F, EPDA. Section 554 of Part F does not authorize an operational program, but is a charge to both operational programs to give "special consideration (to funding) programs which are designed to familiarize teachers with new curricular materials in vocational education."

Section 552 of Part F has a legislative purpose which requires that the Leadership Development Program be designed to meet the needs of all 56 State boards for highly qualified vocational education personnel to exercise effective leadership. The specific objective for FY 1975 was to provide stipends for 347 approved and qualified individuals to attend approved one-year, graduate level, comprehensive vocational education leadership development programs. To accomplish this goal the 56 State boards for vocational education design a process and implement procedures to identify and nominate individuals who have the potential for fulfilling the leadership needs identified by each State board. The outcome expected is that all of the individuals exiting from the program will assume new vocational education leadership positions or exercise a greater degree of leadership in the position to which they return.

The primary concern of the FY 1975 operational year was the identification of individuals with potential for leadership and approval of graduate programs of institutions. Approval of institutional applications is non-competitive.

Section 553 of Part F gives legislative authority for paying the cost of cooperative arrangement training activities for vocational education personnel focused on "strengthening vocational education programs and the administration of schools offering vocational education". The overall goal of the Section 553 program is to assist each State board in the development and operation of a subsystem for personnel development which is oriented to management by objectives at State, local and institutional levels and to fund training activities which would make such a system operational and/or meet personnel development needs for which there are no other funds available or to increase the level of funding available. The Section 553 legislation encompasses almost any kind of training activity at any educational level affecting vocational education for periods of time ranging from one-day conferences to intensive training programs or internships one-year (or more) in length as long as such activities are "designed to improve the qualifications of persons entering and re-entering the field of vocational education .... (and) are part of a continuing program of inservice or preservice training".

The specific operational objective for FY 1975 was to assist the 56 State boards to improve the quality and effectiveness of the cooperative arrangements, approved through an intensive, competitive review process in each of the ten OE Regional offices, though staff development, State coordination and monitoring training activities. Another objective was to encourage State boards in the development of a limited number of training activities designed to meet specific unmet personnel development needs identified as National in scope.

Program Operations:

Section 552: In this centralized program the grantees (the approved institutions) are responsible for offering the program described in the application, for paying stipends and dependency allowances to the individual awardees and for submitting interim and final fiscal and programmatic reports of the accomplishments of the project. The institutions must provide evidence, as stated in the regulations, that the program includes a focus on career education; training in leadership skills necessary to increase the participation of the handicapped and disadvantaged, minority groups and females; administrative and programmatic flexibility for individualizing the program; practicum and internship components; and the development of individual competencies related to behavioral directives. The individual awards are allocated to each State and territory through an equitable distribution formula computed by NCES.

Section 553: In this decentralized program the Regional Offices are responsible for receiving and approving applications, negotiating approved applications, issuing grant awards and monitoring funded projects. Responsibility for National coordination is the role of the Central Office. The State boards for vocational education, the only eligible applicants, submit a plan of action based on the approved State Plan which has one or more applications for funding cooperative arrangement projects. In addition, the Central office identifies a limited number of National priority personnel development needs. Any project submitted by a State addressed to one of these priorities is forwarded by the Regional office for review by a Nationally constituted review panel in competition with all other such projects submitted by any other State. The Regional offices also identify priorities of Regional import which are reviewed competitively in that Region.

Both the Section 552 and 553 programs have training and information sessions which involve Central office staff, Regional Project Officers, Section 552 project directors and Section 553 State Coordinators.

Program Scope:

During FY 1975 $3,001,001 was allocated to the Section 552 program. There were 347 awardees participating in projects at 28 institutions of higher education. The program stresses increasing leadership capabilities in local education agencies, State departments of education, institutions of higher education and other agencies.

The Section 553 program was allocated $8,266,999. The 56 State boards received grant awards encompassing 320 State projects, 13 regional projects and 11 National projects. The number of individuals who benefitted from the training was 52,832. The State projects are focused on State Personnel development needs identified in an approved State Plan for Vocational Education. Regional projects are focused on Regional personnel development needs identified as a priority for the States in each of the 10 OE Regions. National projects are focused on National personnel development needs approved by the Central office as priorities for the Nation. The primary target groups of the training activities were teacher educators, State staff, and administrative and supervisory personnel.

Program Effectiveness and Progress:

The systematic assessment of leadership and personnel development needs is one of the most difficult goals to achieve. However, between FY 1970 and the termination of the FY 1975 operational year, such a systematic assessment had been completed by California, New York, Iowa, Michigan, Ohio, Illinois, Minnesota, and by about twenty other States. In FY 1975 all but three State boards nominated individuals for Section 552 awards and some thirty State boards identified institutions with the capability to conduct leadership programs at the graduate level. Less than 75 percent of the cooperative arrangements submitted by State boards in FY 1975 to the ten Regional offices were approved in the first truly competitive year. In addition, the Regional offices and the Central office jointly monitored many of the projects funded and together reviewed the objectives of all projects jointly with the coordinators in a training session designed to improve the quality in FY 1976. Since funds supporting the FY 1975 programs did not terminate in the Section 552 projects until August 1975 and as late as December 1975 in the Section 553 grants, there is no immediate data available as to the effectiveness of this funding. Nonetheless, joint monitoring by the Regional and Central staff indicates that progress has been made.

The primary evaluative information on either Section 552 or Section 553 is subjective based on observation site-visits, reactions of State directors, and conversations with experts in the field. As a part of the OE strategy for 1976, the subsystem for personnel development in selected States will be reviewed by BOAE Regional and Central staff, other than VEPD staff, which is expected to increase our knowledge of the effectiveness of what has been accomplished.

Ongoing and Planned Evaluation Studies:

1. Lessons Learned from EPDA, Part F; Phyllis Hamilton; Stanford Research Institute; component of document to be published in early 1976.

2. Impact of Section 553 Funding on Thirteen States, 1970-1974; John Coster, Center for Occupational Education, North Carolina State University; to be published in early 1976.

3. Impact of Section 553 Funds on Fourteen other States, 1971-1975; John Coster, Center for Occupational Education, North Carolina State University; to be published in early 1976.

Sources of Evaluation Data:

Commissioner's Report to Congress on the Education Professions for 1974 on Vocational Education Personnel Development; Phyllis Hamilton; Stanford Research Institute; unpublished.

Section 552 final project reports on file in VEPD.
Section 553 final project reports considered exemplary by Regional offices and on file in VEPD.
Monitoring and site-visit reports on file in VEPD.
Vocational Education Personnel Development, List of Charts and Tables.

F. LIBRARY PROGRAMS

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Public Library Services

Legislation:	**Expiration Date:**
Library Services and Construction Act, Title I, as amended by P.L. 91-600 (and Title IV-A and IV-B to 1972) and further amended by P.L. 93-380)	FY 1976

Funding History:	Year	Authorization	Appropriation
Beginning in 1972, State Institutionalized Services (Title IV-A) and Services to the Physically Handicapped (Title IV-B) were combined under Title I.	1965	$ 25,000,000	$ 25,000,000
	1966	25,000,000	25,000,000
	1967	35,000,000	35,000,000
	1968	45,000,000	35,000,000
	1969	55,000,000	35,000,000
	1970	65,000,000	29,750,000
	1971	75,000,000	35,000,000
	1972	112,000,000	46,569,000
	1973	117,000,000	62,000,000[1]
	1974	123,500,000	44,156,000
	1975	129,675,000	49,155,000
	1976	137,150,000	49,155,000
(Old Title IV-A)	1967	5,000,000	350,000
	1968	7,500,000	2,120,000
	1969	10,000,000	2,094,000
	1970	12,500,000	2,094,000
	1971	15,000,000	2,094,000
	1972	See above	See above
(Old Title IV-B)			
	1967	3,000,000	250,000
	1968	4,000,000	1,320,000
	1969	5,000,000	1,334,000
	1970	6,000,000	1,334,000
	1971	7,000,000	1,334,000
	1972	See above	See above

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[1] $32,000,000 of the 1973 appropriation was impounded and not released until FY 1974.

Program Goals and Objectives:

This legislative purpose of the program is to provide support to States: to assist them in providing library services to areas without such services or areas with inadequate services; to assist in improving quality of information services including services to specialized groups such as the disadvantaged, bilingual, the physically handicapped, and those in State public institutions; to strengthen metropolitan public libraries which serve as national or regional resource centers and; to plan programs and projects to extend and improve services. Funds may also be used to strengthen the capacity of the State library administrative agencies to serve the people, and for administrative costs for all Library Services and Construction Act.

Program Operations:

LSCA, Title I allots funds to the States by grants on a formula matching basis. Each State received a base of $200,000 with the remaining amount allocated by population. The Federal share ranges from 33 percent to 66 percent, except for the Trust Territories, which are 100 percent Federally funded. States must match in proportion to their per capita income and maintain the level of expenditures of the second preceding year. They must also maintain the same level of fiscal effort for handicapped and institutionalized library service that existed prior to the combination of these programs under the FY 1971 level.

Program Scope:

1. Federal dollars appropriated (1956-75)	$ 485,381,000
2. State and local matching dollars (1956-75)	over $2 billion

Estimated FY 75 data for this program are as follows:

3. Population with access to LSCA services	90,000,000
4. Disadvantaged persons with access to LSCA	28,000,000
5. Number of State institutionalized persons served by LSCA	800,000
6. Number of handicapped persons served by LSCA	400,000

In 1956 at the beginning of this program 23 States had programs for Statewide public library development with expenditures under these programs amounting to $5 million. With the incentive of LSCA, there are now 38 States with grant-in-aid programs, with appropriations exceeding $81.7 million.

Program Effectiveness and Progress:

Federal assistance has stimulated the expansion and improvement of library services throughout the country to the extent that, today, about 94 percent of the population has access to some form of public library services. Current reports indicated that 60% of the LSCA expenditures have gone to projects with designated disadvantaged priorities.

The first study of the impact of Title I services, covering the period from 1964 to 1968, was made by the System Development Corporation, Santa Monica (SDC). In reviewing the LSCA activities in 11 States it found that most projects felt handicapped by: lack of manpower; lack of coordination among public libraries and other educational agencies; need for research in determining whether disadvantaged projects were reaching their goals; lack of understanding on the part of the public library's potential and actual services; lack of ability of libraries to react quickly to public demands for more services; and lack of suitable measurements of library performance.

The Behavioral Science Corporation, Washington, D.C. conducted a study to evaluate public library service to disadvantaged people in selected cities. These projects were not limited, however, to Title I projects. This pilot study of 15 local library projects serving urban disadvantaged people utilizing user and non-user interviews for evaluation, recommended that libraries find better ways to coordinate with schools when dealing with disadvantaged children. The successful programs were characterized by some or all of the following features: active participation by the target group; emphasis on audio-visual rather than print materials; and provided significant service in the community.

Another major evaluation study was conducted by SDC to determine how the Library Service and Construction Act, Titles I and II is meeting the public library needs of special clientele groups, e.g. disadvantaged, ethnic minorities, handicapped, and institutionalized persons. This evaluation project surveyed all State Library Agencies, all known ongoing projects directed toward these groups, and discontinued projects. This study provides an inventory of projects, a needs assessment, and recommendations for program change. Over 1600 projects were identified and queried. It was found that many projects classified as discontinued (due to the loss of LSCA funds) were nevertheless operational because of funds received from State or local agencies. A methodology specifying criteria to adjudge program effectiveness was developed, and was tested and validated with the projects in the study.

The report concluded:

> "It is evident from the data gathered in this project that LSCA projects directed toward special clienteles have been successful, to some extent. More projects are successful than unsuccessful, and fairly significant numbers of special clientele groups have been reached. It is also evident that some projects are far from successful. Many important needs are not being met, or barely being met, even by projects judged successful...
>
> "In many States it was evident that were federal funds not available, there would be no projects whatsoever for special clienteles. Indeed, in one State plan that was examined the statement was made that, while there were special clienteles in the State, no projects need be directed towards them because the state intended to give service to all of its citizens on an equal basis: That naive attitude represents -- all too frequently -- the lack of knowledge and concern that exists at many levels of state and local government. Special clienteles frequently need to be educated to become users, and persuaded that the library has something of value for them. LSCA funds have been a critical factor in projects for special clienteles, and they have provided the bulk of the funds being used for innovative projects; without LSCA (or a real substitute) there would be little or no innovation -- in short, a rather static, even moribund public library in the U.S."

A subsequent major study of "The Public Library and Federal Policy," performed by SDC assessed the current total national public library situation utilizing existing data and included recommendations for further data collection efforts in areas of current information deficiencies.

The final report stated,

> "In this study we examined the past and present status of the public library and likely directions for the future. Based upon our examination of the public library as an information-providing institution, and our certainty that free access to all kinds of information is a requirement of a democratic society and a necessity for individual well being, ... [It was found that]
>
> "The Federal government has played a role in recent years of helping the public library to organize into systems and to provide services to segments of the population who were previously unserved. While there are indications that Federal

programs suffered from insufficient coordination, insufficient demonstrate that a strong impetus toward system organization and the provision of services to special clienteles was provided by Federal intervention."

Ongoing and Planned Evaluation Studies

None

Sources of Evaluation Data:

1. Overview of LSCA Title I, by System Development Corporation, Published by Bowker, 1968.
2. A Study of Public Library Service to the Disadvantaged in Selected Cities, by Claire Lipsman and contracted to Behaviors Science Corporation, 1970.
3. Study of Exemplary Public Library Reading and Reading Related Programs for Children, Youth and Adults, by Barss, Reitzel & Assoc. Inc., 1972.
4. Evaluation of LSCA Services to Special Target Groups, by System Development Corporation, July 1973.
5. The Public Library and Federal Policy -- by System Development Corporation, July 1973.
6. Basic Issues in the Government Financing of Public Library Services, Government Studies and Systems, May 1973.
7. Various Library Demonstration Projects: These projects are designed to survey and analyze the public library and information services to the American Indian, the aging, and the information needs of the rural and urban poor.
8. Program Operational Data.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Public Library Construction

Legislation:

Library Services and Construction Act,
Title II, as amended by P.L. 91-600

Expiration Date:

FY 1976

Funding History:

Year	Authorization	Appropriation
1965	$ 30,000,000	$ 30,000,000
1966	30,000,000	30,000,000
1967	40,000,000	40,000,000
1968	50,000,000	21,185,000
1969	60,000,000	9,185,000
1970	70,000,000	7,807,250
1971	80,000,000	7,092,500
1972	80,000,000	9,500,000
1973	84,000,000	15,000,000
1974	88,000,000	-0-1/
1975	92,500,000	0
1976	97,000,000	0

Program Goals and Objectives:

This legislative purpose of this program is to support construction of public libraries. Funds may be used for the construction of new buildings, for additions to existing buildings and for renovation or alteration of existing buildings or for the acquisition of an existing facility to be used for public library purposes. Also authorized are the purchase of land, initial equipment (excluding books) and architectural fees.

Program Operations:

Title II funds are allotted to the States by a basic grant ($100,000) plus a formula based on population. State matching requirements range from 33% to 66%, depending on per-capita wealth of the State. Project awards are made on an individual basis.

1/ Entire FY 73 appropriation was impounded and obligated at the Federal level on a project by project basis through June 30, 1975.

Local and regional libraries submit proposals which are evaluated by the State agencies. Awards are made according to: the priorities and criteria set forth in the Basic State Plan; Long Range Plan and construction guidelines, and the plans, and requirements of other related State agencies and policies on environmental impact and relocation. The State-approved project is forwarded to HEW Regional Office where it undergoes technical review for completion before Federal funds are obligated by the Regional Commissioner.

Program Scope:

From the program's inception in 1965 through 1975, 2017 construction and renovation projects totaling $174,100,000 have been supported. State and local agencies will have contributed approximately $455,000,000 in support of these projects.

Program Effectivenss and Progress:

A study conducted by Systems Development Corporation, Santa Monica, Calif. "Evaluation of LSCA Services to Special Target Groups," in a section entitled "Factors Associated with Program Success" identified facilities as one of several important factors for program success. The report states:

> "(An) important factor in project success seems to be appropriate facilities. It seemed that projects that might otherwise have made a significant impact did not do so, in some cases, because the project lacked separate facilities that could be identified as project facilities by the target group. Lack of identifiable project facilities is not always bad, since some successful projects were found using branch library facilities. However, the existing branches in these cases almost always had both a flexible interior and a flexible director, and project activities that were apparent to the target groups, even though carried out within the normal facilities. Even if project facilities are sometimes located in what seem to be makeshift and unsuitable quarters, the fact that they are separate and identifiable makes for success in spite of their temporary, crowded, or otherwise negative aspects. In general, then, the target groups must be able to "identify" the project facilities in some way.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

1. Evaluation of Library Services and Construction Act Services to Services to Specialized Target Groups, by System Development Corporation, July 1973.

2. Program Operational Data.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Interlibrary Cooperative Services

Legislation:

Library Services and Construction
Act, Title III, as amended by
P.L. 91-600

Expiration Date:

FY 1976

Funding History:

Year	Authorization	Appropriation
1967	$ 5,000,000	$ 375,000
1968	7,500,000	2,375,000
1969	10,000,000	2,281,000
1970	12,500,000	2,281,000
1971	15,000,000	2,281,000
1972	15,000,000	2,634,500
1973	15,000,000	7,500,000 1/
1974	16,500,000	2,593,500
1975	17,300,000	2,594,000
1976	18,200,000	2,594,000

Program Goals and Objectives:

The legislative purpose of the program is to establish and maintain local, regional, State or interstate cooperative networks of libraries and for the coordination of informational services of school, public, academic, and special libraries and information centers, permitting the user of any one type of library to draw on all libraries and information centers. The participation of one other type of library other than a public library is required for such service programs.

Program Operations:

The Library Service and Construction Act (LSCA), Title III allocates funds to the States on a formula basis. Each State receives a sum in the amount of $40,000, and the remainder is allocated by population formula. The State library agency must submit its Annual Program Plan (proposed expenditures of funds) before it can receive its allocation. Title III is a 100% Federally funded program.

1/ $4,770,000 of FY 73 appropriation was impounded until FY 74. Actual FY 73 expenditures was $2,730,000.

Program Scope:

The FY 75 appropriation provided support for cooperative networks involving the sharing of resources among 7,575 libraries of at least two or more of the following four types (school, academic, public or special). Based on the Annual Reports for FY 75, the table indicates how FY 75 Federal and local funds were spent.

Category	No. of States Reporting	% of Total Expenditures
1. Telecommunications networks for reference and bibliographic services and interlibrary loan	46	59%
2. Centralized acquisition and processing materials	8	5%
3. Centralized listings of holdings of periodicals in institutions	22	4%
4. Comprehensive Statewide planning	6	1%
5. Training of specialists in interlibrary cooperation	9	1%
6. Networking among States	16	1%
7. Combinations of above categories	28	29%

Program Effectiveness and Progress:

Program Operational Data indicates that participation by all classes of libraries in telecommunications or information processing systems has increased. Also, planning within States as well as multi-State planning for coordination of library services is increasing. The Nation's libraries, involved in cooperative projects of library and information service, have successfully proven the value of cooperative local, State and regional projects and networks in increasing services and dollar effectiveness.

Ongoing and Planned Evaluation Studies:

An evaluation study of Interlibrary Cooperation and Library Demonstrattions is planned for FY 76.

Source of Evaluation Data:

Program Operational Data

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Academic Library Resources

Legislation:

Higher Education Act of 1965, Title II-A

Expiration Date:

1975 (automatically extended for one year by Section 414(a) of General Ed. Prov. Act)

Funding History	Year	Authorization	Appropriation
	1966	$50,000,000	$ 10,000,000
	1967	50,000,000	25,000,000
	1968	50,000,000	25,000,000
	1969	25,000,000	25,000,000
	1970	75,000,000	9,816,000
	1971	90,000,000	9,900,000
	1972	90,000,000	10,944,000
	1973	75,000,000 (II-A&B)	12,466,000
	1974	85,000,000 (II-A&B)	9,975,000
	1975	100,000,000 (II-A&B)	9,975,000
	1976	100,000,000 (II-A&B)	9,975,000

Program Goals and Objectives:

The legislation provides grants to eligible institutions[1] to assist and encourage them in the acquisition of library resources including law library resources, such as books, periodicals, documents, magnetic tapes, phonograph records, audiovisual materials and other related materials (including necessary binding).

Program Operation:

Three types of grants can be awarded to eligible institutions of higher education: (1) Basic grants of up to $5,000, provided that the applicant expends at least the same amount from institutional funds for library resources; (2) Supplemental grants of up to $20 per student, provided that the applicant meets the eligibility terms for a Basic grant; and (3) Special Purpose grants, unrestricted as to the amount requested but which must be matched with $1 of institutional funds for library resources for every $3 of Federal funds requested. For both the Basic and Special Purpose grant categories, applicants must meet maintenance-of-effort requirements in two areas -- total library purposes and library resources -- as follows: in the fiscal year of application, the applicant must expend, or plan to expend, an amount equal to or in excess of the average of the two fiscal years preceding the year of application for total library purposes; in the year of application, the appplicant must expend, or plan to expend, an amount equal to or in excess of the average of the two fiscal years preceding the year of application for library resources. Under certain circumstances, a waiver may be granted from maintenance-of-effort requirements. In the case of Special Purpose grants, the matching share must be in addition to the base two-year average for library resources institutional expenditures.

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[1] For the purpose of this Act eligible institutions are defined as institutions of higher education and other public and private non-profit library institutions whose primary function is the provision of library services to institutions of higher education on a formal cooperative basis.

Program Scope and Effectiveness:

In FY 71-72, all grant funds were concentrated on neediest institutions, on the basis of recommendations made by staff and the Commissioner's Advisory Council on Library Training. This approach was predicated on data indicating that most junior colleges and many urban institutions were far below national standards. However, the Education Amendments of 1972 prescribed that basic grants were to be awarded to all eligible institutions, first.

In recent years priority among these institutions has been given to the purchase of urban studies, ethnic studies and career education materials. In FY 75 approximately 120 predominately black institutions were recipients of II-A grants.

In Fiscal Year 1975, 2,500 basic grants were made at $3,918 each and 70 grants at $2,300 each. A breakdown of types of materials purchased with this program's support indicated that 75% of the funds were used for acquisition of printed materials (books, magazines, pamphlets etc.) and the remaining 25% for the non-print materials (films, filmstrips, recordings, tapes, microfiche, etc.)

Grants by type of institutions are:

FY 75	Number of Institutions
Two year institutions	915
Four year colleges	735
Universities	920
TOTAL	2,570

Ongoing and Planned Evaluation Studies:
None

Sources of Evaluation Data:

Program Operational Data

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Library Career Training

Legislation:	Expiration Date:
Higher Education Act of 1965, Title II-B	FY 1975 (Automatically extended for 1 year by Section 414(a) of General Ed. Prov. Act)

Funding History	Year	Authorization	Appropriation
	1966	$15,000,000	$1,000,000
	1967	15,000,000	3,750,000
	1968	15,000,000	8,250,000
	1969	11,000,000	8,250,000
	1970	28,000,000	6,833,000
	1971	38,000,000	3,900,000
	1972	38,000,000	1,939,000
	1973	(See HEA II-A Academic Library Resources authorization)	3,558,000
	1974		2,850,000
	1975		2,000,000
	1976		500,000

Goals and Objectives:

The purpose of this program is to respond to the increasing need for professional personnel and the acute shortage of para-professionals, focusing on the recruitment of minority groups including women to serve in all types of libraries. Another thrust is the retraining of professional librarians and allied personnel in those new and developing areas (e.g. networking, service to the special clientele, middle management, and media utilization, etc.) to make those in the field more responsive to user needs. The fellowship program is directed at upgrading the skills of minorities, including women, by obtaining the capabilities needed to assume high level positions in library supervision, administration, and leadership.

Program Operations:

This program provides grants to institutions of higher education to support training and retraining of librarians and information scientists, including paraprofessionals, for service in all types of libraries and information centers. Professional training is accomplished through short and long-term institutes, traineeships, and pre- and post-baccaluareate fellowships.

The Education Amendments of 1972, effective with FY 73 program operations, required that at least 50% of all program funds were to be used to support academic fellowships and traineeships. Also, other library agencies and associations are now eligible to submit proposals for consideration.

Program Scope:

The Fiscal Year 1975 appropriation of $2,000,000 provided for the training of 165 fellowships of traineeships, and 941 librarian institute participants at all levels.

Nearly $40 million has been used to support the training of 12,657 library professionals and paraprofessionals in short and long-term institutes since 1966. Over 3,000 graduate fellowships have also been awarded over this period. In 1974, 82% of the fellowship awards made by training institutions were to ethnic minorities.

Program Effectiveness and Progress:

Two formal evaluation studies of this program have been made. The first in FY 1969 by the Bureau of Social Science Research, Washington, D.C. was restricted to the fellowship program. It found at that time that all 3 types of graduate support (the masters, postmasters and Ph.D programs) were accomplishing their intended goals of upgrading and increasing the supply of librarians; however, the study indicated that the masters program was most effective out of the three studied for bringing in new personnel to library areas outside of the academic library field. The second study was performed by Rutgers University, New Brunswick, New Jersey and examined the institute program. Interviews were conducted with institute directors, Regional Program Officers, and the staff from the library bureau. It was found that the area of greatest institute impact is in the area of school media personnel (a specialist who integrates print and non-print resources with the formal learning experience).

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

Overview of the Library Fellowship Program, by the Bureau of Social Science Research, Inc. of Washington, D.C., 1970.

Data Collection and Description of HEA Title II-B Institutes, by Rutgers, New Brunswick, New Jersey, 1972.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Library Demonstrations

Legislation:

Higher Education Act of 1965, Title II-B

Expiration Date:

FY 1975 (Automatically extended for 1 year by Section 414(a) of General Ed. Prov. Act)

Funding History	Year	Authorization	Appropriation
	1967	(See Library Center) Training Authorization)	$3,500,000
	1968		3,500,000
	1969		2,000,000
	1970		2,100,000
	1971		2,171,000
	1972		2,000,000
	1973	(See HEA-IIA Academic Library Resource Authorization)	1,785,000
	1974		1,425,000
	1975		1,000,000
	1976		1,000,000

Program Goals and Objectives:

According to the legislation, the purpose of the program is to provide support for research and demonstration projects for the development of new techniques and systems for processing, storing, and distributing information, and for the dissemination of information derived from such projects.

Program Operations:

USOE makes discretionary grants and contracts to public and private organizations and agencies including institutions of higher education.

The following are descriptions of areas of need either currently addressed or funded under an expanded demonstration program:

1. Institutional cooperation: (cooperation between academic, public and special libraries and other institutions, e.g., museums, community colleges, etc.)

2. Networking (more efficient typology, dealing with legal, technical, psychological, and other barriers) which currently impede affective implementation.

3. Improvement of library efficiency and general service development (software, hardware and organizational methods) to provide improved user service.

4. Improving training in librarianship, in new technologies and to provide better user service.

5. Service development to special target groups (aging, poor, ethnic, minority, rural, etc.).

Program Scope:

In Fiscal Year 1975, this program supported 19 projects promoting (1) institutional cooperation emphasizing service to special target groups (45); (2) more efficient use of library systems (30%); (3) the improvement in training for library-related careers (10%); (4) needs assessments in libraries and information science (10%); and (5) the planning and research in this field (5%).

Program Effectiveness and Progress:

Since 1967, $22.4 million has been used for research and demonstrations relating to the improvement of library services. Present program focus, as evidenced by Program operations data derived from FY 75 projects, is to move away from technical research and toward demonstrating patterns of inter-agency cooperation to provide better services to special groups.

Ongoing and Planned Evaluation Studies:

An evaluation study of Interlibrary Cooperation and Library Demonstrations is planned for FY 1976.

Source of Evaluation Data:

Program Operational Data

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

School Library Resources[1]

Legislation: **Expiration Date:**

Elementary and Secondary Education Act, Title II [1]

Funding History	Year	Authorization	Appropriation
	1966	$100,000,000	$100,000,000
	1967	125,000,000	102,000,000
	1968	150,000,000	99,234,000
	1969	162,500,000	50,000,000
	1970	200,000,000	42,500,000
	1971	200,000,000	80,000,000
	1972	210,000,000	90,000,000
	1973	220,000,000	100,000,000
	1974	210,000,000	90,250,000
	1975	210,000,000	95,250,000
	1976	395,000,000[2]	147,330,000

Program Goals and Objectives:

The legislative purpose of this program is to provide for the acquisition, cataloging, processing, and delivery of school, library, textbooks, and other printed and published instructional materials for use by children and teachers in public and private elementary and secondary schools, Funds are made available for the administration of a State plan, and to LEA's for making loaned materials accessible to teachers and students in public and private schools.

Program Operation:

ESEA II allots funds to States on a formula based on the number of school children enrolled in private and public schools in the State compared with National enrollment. State Education Agencies operate the program and allocate funds in accordance with a State plan which includes assurances of administration under the relative need selection criteria, equitable treatment of private schools and maintenance of effort requirements. The acquisition program includes the purchase, lease-purchase, or straight lease of instructional materials and the necessary costs of ordering, processing, cataloging materials, and delivery of them to the initial place at which they are made available for use. Administration includes those executive, supervisory, and management responsibilities vested in State education agencies necessary to carry out State plans. Five percent of the amount paid to the State, or $50,000, whichever is greater, is available for administration of the State plan.

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[1] The Education Amendments of 1974 (P.L. 93-380, Title IV, Part B) authorized a consolidation of three categorical programs with advanced funding. ESEA Title IV became effective July 1, 1975. During the first year 50% of the program funds will be administered categorically. The other half will be combined with NDEA Title III-A, ESEA II, and the Guidance, Counseling, and Testing portion of ESEA III as Part B, "Libraries and Learning Resources" and may be allocated at the States discretion.

[2] FY 1976 authorization and appropriation figures are totals for Title IV-B.

Program Scope:

Information about Title II comes from the annual reports from State departments of education used each fiscal year as the basis for program reports and from other publications on the program (See Sources of Evaluative Data following).

The reports show that very nearly all eligible public and private school students have benefitted from this program. Title II is one of the foremost OE programs providing aid to private school students. (See Table I below).

Funds expended for materials under Title II are shown on Table II. The proportion expended for audiovisual media has risen from 19 to 50 percent over a nine-year period, indicating significant interest and effort to use audiovisual media in elementary and secondary school teaching and learning. All media made available under the program has provided the increased quantities needed for innovative new teaching strategies, e.g., modular and flexible scheduling, individualized programs, interdisciplinary courses, inquiry learning, simulation, and games teaching. (See Table II below).

Table I - Number of Students Served and % of Total Universe
(Estimate based on revised calculations, 11/5/75)

Fiscal Year	Public School Students (millions)	% of Universe
1969	39.2	86%
1970	41.7	90.9%
1971	42.5	92.4%
1972	41.8	91.5%
1973	42.2	93%
1974	41.8	93%
1975	41.3	93%

Fiscal Year	Private School Students (millions)	% of Universe
1969	5.1	93%
1970	4.9	91.6%
1971	4.5	87.7%
1972	4.4	88.4%
1973	4.7	96%
1974	4.6	96%
1975	4.5	96%

Table 2. Funds expended for trade books, periodicals and other printed materials, textbooks, and audiovisual materials under ESEA Title II programs: Fiscal years 1966-75

Fiscal Year	Trade Books		Expenditures Periodicals and Other Printed Materials		Textbooks		Audiovisual Materials		Total in millions
	Amount (in millions)	Percent	Amount (in millions)	Percent	Amount (in millions)	Percent	Amount (in millions)	Percent	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1966	$64.0	74.7	$2.2	2.6	3.0	3.5	$ 16.5	19.3	$85.7
1967	62.6	69.9	2.4	2.7	3.1	3.5	21.4	23.9	89.5
1968	59.2	67.3	2.0	2.3	2.2	2.5	24.5	27.9	87.9
1969	29.2	65.3	1.6	3.6	1.6	3.6	12.3	27.5	44.7
1970	22.3	65.6	1.6	4.7	0.2	0.6	9.9	29.1	34.0
1971	38.3	59.2	1.7	2.6	1.1	1.7	23.6	36.5	64.7
1972	41.3	55.0	2.4	3.2	0.7	0.9	30.7	40.9	75.1
1973 1/	45.1	52.0	1.7	2.0	0.9	1.0	39.0	45.0	86.7
1974 2/	38.7	46.0	2.5	3.0	0.9	1.9	42.1	50.0	84.2
1975 2/	41.6	48.3	2.0	2.3	0.9	1.0	41.6	48.3	86.6
Total	442.4	59.9	20.1	2.7	14.7	2.0	261.6	35.4	738.7

1/ Revised Estimates)
) 11/5/75
2/ Estimate)

Program Effectiveness and Progress:

The last major evaluation (see Sources of Evaluation Data below) was conducted in 1968 and results were made available in 1972. Summary of results were:

1. 23,923 public schools have established school media centers with ESEA II
2. 60,121 public schools have improved media centers
3. 19% of elementary schools are without media centers
4. 6% of secondary schools are without media centers
5. 65% of the school districts report insufficiency in instructional materials
6. 50% of school districts fail to meet State standards

It should be noted that ESEA Title II has:

(a) supported special non-traditional curriculum areas such as ecological and environmental education; drug abuse education; and career education.

(b) broadened and increased school curriculum offerings

(c) changed teaching techniques by making so much more supplementary (including audiovisual) materials available

(d) strengthened reading programs and attitudes toward learning

(e) transformed school libraries into multi-media centers

(f) ESEA IV Provides very effectively for the participation of non-public children and teachers.

Ongoing Planned Education Studies:

An evaluation study of this program is planned for FY 1977.

Sources of Evaluation Data:

1. First Annual Report, Fiscal Year 1966, ESEA Title II (OE-20108)
2. Second Annual Report, Fiscal Year 1967, ESEA Title II (OE-10108-67)
3. Third Annual Report, Fiscal Year 1968, ESEA Title II (OE-20108-68)
4. The Federal-State Partnership for Education, pp. 67-97 (OE-23050-70)
5. State Departments of Education and Federal Programs, pp. 98-125 (OE-72-68)
6. Annual Report, Fiscal Year 1972, ESEA Title II (OE-73-21103)
7. Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities (OE-30021)
8. Emphasis on Excellence in School Media Programs (OE-20123)
9. How ESEA Title II Meets the Needs of Poor Children; A Special Report USOE, February 1969
10. An Evaluative Survey Report on ESEA Title II Fiscal Years 1966-68. Part I - Analysis and Interpretation; Part II-Tables - DHEW, 1972.
11. Notable Reading Projects, 11 issues, March 1971 - Jan. March, 1973 HEW Publication No (OE) 73-21101
12. Eighth Annual Report, Fiscal Year 1973, ESEA Title II, DHEW.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Undergraduate Instructional Equipment

Legislation:

Higher Education Act of 1965, Title VI-A

Expiration Date:

FY 1975 (Automatically extended for 1 year by Section 414(a) of General Ed. Prov. Act)

Funding History	Year	Authorization	Appropriation
	1966	$35,000,000	$15,000,000
	1967	50,000,000	14,500,000
	1968	60,000,000	14,500,000
	1969	60,000,000	14,500,000
	1970	60,000,000	-0-
	1971	60,000,000	7,000,000
	1972	60,000,000	12,500,000
	1973	60,000,000	12,500,000
	1974	60,000,000	11,875,000
	1975	60,000,000	7,500,000
	1976	70,000,000	7,500,000

Program Goals and Objectives:

The legislative objective of this program is to assist undergraduate programs to improve the quality of their instructional equipment (including closed-circuit television) and to assist in remodeling associated with the installation of such equipment.

Program Operations:

Program funds are allotted by formula to the States based on State per capita income and enrollment in institutions of higher education within the State. State commissions, broadly representative of higher education in the State, develop their own plan,establish priorities, criteria, set deadlines, conduct workshops, work directly with institutions in preparing the proposals, review proposals and assign them priority ranking for funding. USOE makes final approval of grants and, in cooperation with State commissions, handles administration, including closeouts.

This program provides funds on a matching basis (States' average must equal 50%) for acquisition in 2 categories: Category I, Instructional equipment materials, and minor remodeling; Category II, Closed circuit television equipment, materials, related remodeling. Separate State allotments are made for each category.

Program Scope:

In Fiscal Year 1975, 921 institutions were awarded grants. Seventy five percent of the recipients were public institutions and 25% were private higher education institutions. Eighty one percent of the appropriation supported Category I materials and 19% supported Category II equipment.

Program Effectiveness and Progress:

Approximately $117.4 million has been alloted since 1966 to academic institutions for the purchase of general instructional equipment, closed circuit television equipment and some minor remodeling accompanying these purposes. Particularly significant is the climbing rate of expenditures for CCTV: 1966-1975 - 12%; 1975 - 19%; 1976 projected - 20%.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

Program operating data

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

School Equipment and Minor Remodeling

Legislation: Expiration Date:

National Defense Education Act, Title III 1/

Funding History	Year	Authorization	Appropriation
	1965	$100,000,000	$76,600,000
	1966	110,000,000	88,200,000
	1967	110,000,000	88,200,000
	1968	120,000,000	82,700,000
	1969	120,000,000	78,740,000
	1970	130,500,000	37,740,000
	1971	140,500,000	50,000,000
	1972	140,500,000	50,000,000
	1973	140,500,000	50,000,000
	1974	140,500,000	28,500,000
	1975	130,500,000 2/	21,750,000
	1976	See ESEA II	

Program Goals and Objectives:

The legislative purpose of the program is to support the improvement of instruction through the purchase of equipment and materials, minor remodeling, and through administrative services provided by State departments of education. The eligible academic subject areas covered are: the arts, civics, economics, English, geography, history, the humanities, industrial arts, mathematics, modern foreign languages, reading, and science.

Program Operations:

NDEA III provides each State a separate allotment for acquisitions and administration, both of which must be matched on a 1 to 1 basis. Local Educational Agencies (LEA) submit to State Education Agencies (SEA) proposed projects which are judged according to the criteria set forth in the approved State plan. For projects which are "funded", LEA's are reimbursed partially from NDEA funds. NDEA average reimbursement for the State as a whole must be 50% but States are encouraged to reimburse individual local projects on a variable basis.

1/ The Education Amendments of 1974 (P.L. 93-380, Title IV, Part B) authorized a consolidation of three categorical programs with advanced funding. Title IV became effective July 1, 1975. During the first year 50% of the program funds will be administered categorically. The other half will be combined with NDEA III, ESEA II, and the Guidance, Counseling, and Testing portion of ESEA III as Part B, "Libraries and Learning Resources" and may be allocated at the discretion of the States.

2/ $10 million of prior authorizations were designated for the direct loan program to private schools, which terminated June 1975.

Program Scope:

In FY 1975, program data indicated the following:

1.	Federal expenditures for program acquisitions for NDEA III (FY 75)	$21,750,000
2.	Number of LEA's participating (62% of the districts)	9,800
3.	Number of public school children in participating LEA's -- (84.3% of the students)	39,300,000
4.	Percent of expenditures going for equipment & materials (equipment)	80-85%
	(materials)	15-20%

5. Expenditures for subject areas:

(a)	English & reading	31.0%
(b)	science	25.1%
(c)	social studies (geography, history, civics, economics)	15.1%
(d)	industrial arts	9.4%
(e)	arts & humanities	8.1%
(f)	mathematics	7.9%
(g)	modern foreign languages	3.4%

6. Eight loans to private schools were made for a total of $145,850 in FY 75.

Program Effectiveness and Progress:

Program operational data indicates that since 1959 over $1 billion has been expended by the States to strengthen school instruction through the purchase of equipment, materials, and through minor remodeling of facilities. It is believed that the equipment acquisitions may increase under the ESEA Title IV consolidation.

State departments of education conduct State-wide and individual project assessments whenever these are considered appropriate. Many States require that procedures for evaluation of projects be included in project applications.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

1. USOE, NDEA Title III, Fiscal Year 1959-67, Management View, May 1969.

2. "Strengthening instruction in Science, Mathematics, Foreign Languages, and the Humanities and Arts." A chapter appearing in the Federal-State Partnership for Education, U.S. Government Printing Office, Washington, May 1970.

3. USOE, Strengthening Instruction In Academic Subjects, Title III, Part A, National Defense Education Act as Amended, Annual Report, Fiscal 1973, U.S. Government Printing Office, Washington, 1973.

G. EDUCATIONAL TECHNOLOGY PROGRAMS

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Educational Broadcasting Facilities

Legislation:

Communications Act of 1934, as amended
Title III, Part IV

Expiration Date:

FY 1975 (Legislation extending the program under consideration)

Funding History:	Year	Authorization	Appropriation
	1965	$32,000,000	$13,000,000
	1966	for 5-year	8,826,000
	1967	period 63-67	3,304,000*
	1968	10,500,000	-0-
	1969	12,500,000	4,000,000
	1970	15,000,000	4,321,000
	1971	15,000,000	11,000,000
	1972	15,000,000	13,000,000
	1973	25,000,000	13,000,000
	1974	25,000,000	15,675,000
	1975	30,000,000	12,000,000
	1976	30,000,000	12,500,000

*remaining amount available of $32 million authorization.

Program Goals and Objectives:

The legislative purpose of the program is to provide support, through matching grants (75 percent of the cost eligible items necessary to the project), for the acquisition and installation of necessary transmission apparatus required by noncommercial broadcasting stations to meet educational, cultural, and information needs of Americans both in homes and schools.

The program goals and criteria stipulated in the legislation are:
1) extend noncommercial broadcast services, with due consideration to equitable geographic coverage through the United States; 2) strengthen the capability of existing noncommercial broadcast facilities to broaden educational uses. In order to achieve these objectives, the program stimulates the growth of noncommercial broadcast stations technically capable of providing adequate program services to communities; and also encourages statewide and regional planning and coordination of telecommunications capabilities to utilize fully the potential of public broadcast systems.

Program Operations:

Upon receipt of applications U.S.O.E. awards grants consistent with achieving the goals and objectives of the program. Under existing legislation eligible grantees include: the agency responsible for public education within a State or political subdivision, the State educational television and/or radio agency, tax supported college or university, a nonprofit corporation organized primarily to operate an educational television or radio station, and a municipality which owns or operates a facility used only for noncommercial educational broadcasting.

Noncommercial broadcasting serves the public interest by providing additional educational opportunities for preschool, school-age children, and for adults. About 50 percent of noncommercial television time is devoted to instructional programming to enrich teaching in the classroom.

Local public radio and television stations, in addition to providing instructional programming in schools, are also being called upon to focus on matters of national concern such as nutrition and health, the environment, energy concerns, consumer services, drug abuse, and mental health. Public broadcasting stations are producing programs dealing with local issues such as unemployment, welfare, law enforcement and other concerns.

Program Scope:

In Fiscal Year 1975, 62 noncommercial Education Radio (ER) and Educational Television (ETV) stations received grant support under this program. Forty one grants were for ETV: 5 grants for new activations and 36 grants for expansion and of improvement of an existing facilities. The remaining 21 grants were made to ER stations and represented 10 new starts and 11 grants for upgrading activities to improve those inadequate conditions discussed in the program effectiveness and progress section below. The total number of noncommercial television stations on the air or under construction increased from 76 in 1963 to 263 by the end of FY 1975. During this same period 253 grants were given to existing stations to improve or expand their facilities with Federal assistance.

The number of full-service public radio stations in the country has increased from 67 in 1969, when Federal assistance to non-commercial radio stations was first made available, to 166 on-the-air or under construction at the end of FY 1975. Ninety-eight grants were given to existing radio stations to expand and/or improve their facilities.

Program Effectiveness and Progress:

The 1962 authorizing legislation for this program provided for matching grants to assist local communities acquire noncommercial television broadcasting facilities to serve the educational, cultural, and informational needs of Americans in their homes and in schools. The Public Broadcasting Act of 1967 extended the enabling legislation and included radio stations as eligible for Federal assistance. A Congressional Declaration of Policy issued with the passage of the 1967 Act stated: "It is necessary and appropriate...to support a national policy that will most effectively make noncommercial educational radio and television service available to all citizens of the United States."

By 1975, 263 (98 VHF/165 UHF) of the 666 television channels reserved for noncommercial purposes were being utilized. The on-air stations, when fully activated, will be able to reach up to 80 percent of the U.S. population. It is estimated that with existing facilities, approximately 60 percent of the "potential" viewers receive a clear and useable television signal. The following reasons explain this discrepancy: 1) Many home sets receive only the VHF Channels; 2) Stations operate with power too low to reach all residents with the community; and 3) Signal interference exists in areas with hilly terrain and tall buildings. Among the existing ETV stations, nearly one third do not have adequate reproduction capability to permit local programming flexibility; and about the same number are unable to originate programs in color at the local level.

Today, 166 full-service public radio stations are capable of providing programming to potentially 65 percent of the U.S. population. Many potential listeners are unable to receive the public radio station in their community for the following reasons: 1) Many home radios and most car radios are AM only while approximately 95 percent of all public stations operate in the FM band; 2) stations operate at lower than authorized power, reduced power at night, or during the daytime only; 3) signal interference; and 4) station towers are less than the maximum allowable heights.

Many local noncommercial broadcast stations are able to receive the network program services provided TV stations by the Public Broadcasting Service (PBS) and radio stations by National Public Radio (NPR). The program offering to these stations have been highly beneficial by enabling them to devote a greater amount of their resources to local quality productions. According to a 1974 Public Broadcasting Service (PBS) survey, 43.4% of the programming of a public TV station is devoted to general programs (16.0% information and skills, 12.5% children's 12.3% cultural and 2.6% other); 29.5% to ITV; 16.7% to Sesame Street/ Electric Company (6.3% shown in homes, 10.4% in schools); and 10.4% to news and public affairs.

The Educational Broadcasting Facilities Program (EBFP) utilizes studies conducted by the National Center for Educational Statistics (ASE) in the continuing process of awarding Federal assistance grants and in the planning and development of needed broadcast facilities. Basic data is collected in five areas: (a) financial and programming, (b) employee, (c) station and transmission facilities (d) broadcast data, and (c) management personnel. The program continues to identify new data needs by keeping in close communication with all organizations which carry out research in the field of telecommunications.

A study for the Office of Education performed by Battelle, Columbus, Ohio entitled A PLANNING STUDY -- THE FUTURE OF EDUCATIONAL TELECOMMUNICATIONS concluded that public telecommunications has great potential, but to fulfill that potential there is a need for re-examining goals, broadening current guidelines to take advantage of new technology, improving distribution capabilities, and setting minimum standards for production facilities. For the EBFP program it was recommended -- that primary emphasis be focused on extended and improved transmission, and the funding of production capabilities must be carefully balanced between the need for substantial pools of talent and equipment and the desire for local activity.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Studies:

1. Educational Broadcasting Facilities Program historical operating data.
2. Surveys of existing facilities made by the National Center for Educational Statistics (ASE).
3. Corporation for Public Broadcasting, Washington, D.C. surveys and studies.
4. National Association for Educational Broadcasting, Washington, D.C. research studies.
5. Public Broadcasting Service, Washington, D.C. surveys and studies.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Educational Television Programming Support

Legislation:	**Expiration Date:**
Special Project Act Section 402 (P.L. 93-380)	FY 1976

Funding History:	Year	Authorization	Appropriation[1]
	1972	Indefinite	$2,600,000
	1973	Indefinite	7,000,000
	1974	Indefinite	6,000,000
	1975	Indefinite	7,000,000
	1976	Indefinite	7,000,000

Program Goals and Objectives:

The USOE goal for Educational Television Programming is designed to carry out the development, production, evaluation, dissemination, stimulation of public awareness, and utilization of innovative educational television programs designed to help children, youth, or adults to learn. The program is authorized under the Education Amendments of 1974, Section 402, the Special Projects Act (Public Law 93-380).

The legislative flexibility of the Special Projects Act permits the Office of Education to initiate a direct Federal funding approach in educational television programming broad enough to include a range of activities, from creative development to installation and evaluation of programs in other visual and aural media which have clear potential for helping people to learn, i.e., which serve constructive or purposive ends. This means programming which can be evaluated in terms of objectives beyond those of attracting and entertaining an audience.

Program Operation:

USOE administration of Educational Television Programming activity provides contract and grant support for children's television programming, including the planning, production, evaluation, dissemination, and utilization of programs such as Sesame Street and The Electric Company. Utilization includes activities and materials designed to enhance and reinforce the effectiveness of programs as used in formal and informal educational settings, including the development and implementation of a series of strategies in specific community settings which tap the energy and concern of parents, teachers, and others for using television as a positive force in educational development. With the exception of congressionally mandated allowances for the Children's Television Workshop the remaining funds are awarded, usually, on competitive bid reflecting USOE priorities.

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[1] Funding from 1972 to 1975 under the Cooperative Research Act, Title IV (P.L. 83-531) as amended.

Program Scope:

A major grant for $5.5 million was awarded to the Children's Television Workshop, New York City, for the production activities associated with Sesame Street and The Electric Company. The focus of Sesame Street is on basic reading and arithmetic skills for preschool children. The Electric Company provides instruction in basic reading skills for children ages 7-10. This represents partial support of the seventh season of Sesame Street, which consists of 130 hour-long color television programs and the fifth season of The Electric Company which consists of 130 half-hour color programs.

The audience of Sesame Street is estimated at approximately 10 million children, the vast majority of them preschool children. The audience for The Electric Company is estimated at six million with approximately three million students (grades 2-4) viewing the programs in classrooms.

In addition to the grant to CTW, four other grants were awarded for a total of $1,350,000. Each of these grants was for development of new programs.

Program Effectiveness and Progress:

USOE has expended over $50 million in educational television programming support. The bulk of these expenditures has been for support of two types of programming, namely, CTW activities and ESAA-TV programming. Two recent studies provide assessments of these activities.

One study, funded by the Russell Sage Foundation, assesses the effectiveness of Sesame Street. In Sesame Street Revisited, Thomas Cook and his coauthors question whether this program is achieving its goal of closing the gap between advantaged and disadvantaged viewers. These authors point out that there is no conclusive evidence that one season's viewing (for which some data are available)or more than one seasons' viewing (for which no data are available) results in learning gains of a magnitude that would be considered educationally significant. They further suggest that the program may in fact, be widening the achievement gap. Cook, et al, conclude that CTW's priority is on developing more new programs in the same commercially competitive format as past programs. The authors recommend that CTW should change its' priorities to the development of a more powerful Sesame Street designed to be more effective in inducing intellectual growth in the disadvantaged. They recommend that future funding of CTW be contingent on its meeting specific performance criteria, the accomplishment of which would result in more powerful programming. Finally, they suggest that increased funding by the Federal government and foundations is not now called for since extra funds for the new tasks could come from CTW's own sources of additional revenue and cutbacks in some areas resulting from reordered priorities.

The second study was initiated by USOE because of the recognition that there is no clear and consistent policy regarding Educational Television Programming Support. The objectives of this study, conducted by The Institute for Communication Research, Indiana University, were (a) to review past and present programming support activities (including ESAA-TV), (b) to study secondary sources of information, e.g., professional literature, interviews of experts in the field of purposive programming including those actively involved in program development, and (c) utilizing these sources of information, to give an assessment of present USOE activities and suggest alternatives for future program directions. Not surprisingly, the contractor's view coincided with USOE's i.e., that policy is inconsistent and unclear, particularly when viewed from the perspective of several consecutive years in which program policy has changed annually. From the evidence developed in this study, the following conclusions can be derived: (a) the channel of communication between policy makers and program managers is poor, as evidenced by policy decisions made with minimal involvement of program managers and managers attempting to run the program without a full understanding of the policy rationale; (b) the traditional funding period for developmental grants and contracts (a maximum of three years) is probably adequate for program development but provides no means by which a successful product can be marketed; (c) allocation of fiscal resources is inequitable, i.e., the legislatively mandated allocation of funds to CTW leaves little flexibility for support of other purposive programming.

Ongoing and Planned Evaluation Studies:

None

Source of Evaluation Data:

1) The Federal Role in Funding Children's Television Programming by Keith Mielke, Barry Cole, Rolland C. Johnson, Indiana University 1975.

2) Sesame Street Revisited by Thomas D. Cook, Hilary Appleton, Roos F. Conner, Ann Shaffer, Gary Tamkin, and Stephen J. Weber, Russell Sage Foundation, N.Y., 1975.

H. SPECIAL DEMONSTRATION PROGRAMS

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Right To Read and The National Reading Improvement Program

Legislation:	**Expiration Date:**
National Reading Improvement Program, Title VII, P.L. 93-380	FY 1978

Funding History:

Year	Authorization	Appropriation
1971	Indefinite	$ 2,000,000
1972	Indefinite	12,000,000
1973	Indefinite	12,000,000
1974	Indefinite	12,000,000
1975	Indefinite	12,000,000
1976	$109,500,000	17,000,000

Program Goals and Objectives:

The goal of the OE/Right To Read Program as stated by the program staff is to provide for the facilitation of services and limited incentive financial support, as well as other resources, to enable various educational institutions, governmental agencies, private industries, corporations, and foundations to collectively ensure reading success for children in the schools, and to eradicate illiteracy within the adult population.

The major objectives of the OE/Right To Read Program as stated by the program staff are:

1. To inform the public that there is a Nationwide reading problem;
2. To help determine what important changes need to take place to eliminate the problem;
3. To identify existing public and private resources which can be brought to bear on the National reading problem;
4. To plan and support demonstration of exemplary reading programs for dissemination and replication; and
5. To assist various public and private agencies to implement plans for placing stronger emphasis on reading.

The National Reading Improvement Program, Title VII, P.L. 93-380 provides the first legislative vehicle for implementing the OE/Right To Read Program with special emphasis upon school-based reading projects. It is the purpose of this title:

1. To provide financial assistance to encourage State and local educational agencies to undertake projects to strengthen reading instruction programs in elementary grades;

2. To provide financial assistance for the development and enhancement of necessary skills of instructional and other educational staff for reading programs;

3. To develop a means by which measureable objectives for reading programs can be established and progress toward such objectives assessed;

4. To develop the capacity of pre-elementary school programs in language arts and reading; and

5. To provide financial assistance to promote literacy among youth and adults.

Since no funds were appropriated for Title VII during FY 75, and since appropriation actions for FY 76 have not been completed, no implementation of the new law has yet taken place. Moreover, the Administration believes the $30 million trigger required for the implementation of Part B is undesirable and restrictive. It has proposed a budget of $17 million for FY 76 and has forwarded several legislative amendments to the new law, the main one of which will be to propose that the $30 million trigger for Part B be removed, thus allowing the catalytic State Grant portion of the present Right To Read Program to go forward but not requiring the $30 million floor. Nevertheless, regulations have been developed for all major parts of Title VII.

Program Operations:

There are four major categories of program strategies employed by the Right To Read Program: (1) National impact programs; (2) State Education Agency programs; (3) demonstration programs; and (4) Pre-service Teacher Preparation Programs. Such program strategies are funded by project grant applications to OE/Right To Read.

The programs funded under National impact efforts are those which have broad implications for education generally, and attempt to produce multiplier effects. Such programs are designed to generate activities which ultimately will reach massive numbers of people. During Fiscal Year 1975, such efforts involved: (1) the development of adult literacy video tapes for teaching reading in both English and Spanish; (2) the establishment of adult reading academies; (3) the development and dissemination of "reading readiness" kits for parents to use with pre-school children; and (4) the validation, packaging and dissemination of effective reading programs. Of these efforts, only the adult reading academies are clearly specified in Title VII. Dissemination of written and video materials as described above is not explicitly mandated, but neither is it prohibited.

The adult reading academies under the Right To Read Program and as authorized under the National Reading Improvement Program, Part C, Section 721, Title VII, P.L. 93-380 provide reading assistance and instruction to functionally illiterate youths and adults, aged 16 and over, not presently reached through other reading programs. They focus on individual tutoring and involve a large scale effort to recruit and train volunteers to work as tutors.

Emphasis is placed on the academies offering instruction at times and locations -- including homes and correctional institutions -- convenient to the participants. They are also encouraged to use innovative instructional materials that will assure some measureable success for the participants. Such materials will pertain to employment tasks, consumer information, health and welfare services, and current events. Language and heritage materials are used for participants of limited or non-English-speaking ability.

Eligible applicants for reading academy grants are State and local education agencies, institutions of higher education, and community and non-profit organizations.

Right To Read States make a public commitment to place reading in the highest priority and they commit their systems fully to furthering Right To Read.

The State agrees to provide specific services to bring about reading improvement for students of all ages. They agree to:

-- Select a State Right To Read Director to participate in the national program for Right To Read Directors and to coordinate the State program.

-- Assess the needs, resources, and directions of reading and the State agency in relation to Right To Read efforts.

-- Conduct a State-wide assessment of the state of the art of reading.

-- Establish goals and objectives and develop strategies for reaching them.

-- Devise a system to deliver organizational and instructional strategies between State and local agencies.

-- Participate in monitoring and providing consultative services for Right To Read sites and developing systems of communication with these sites.

-- Select local education agencies which are representative of the geographic location and student population of the State to participate in the program and secure specific agreements for their participation.

-- Provide training for local education agency Right To Read Directors.

-- Provide staff development and in-service program models for use by local education agencies.

-- Assist local agencies in assessing needs of pupils, teachers, and institutions, and aid them in building and evaluating reading programs using appropriate Right To Read materials.

-- Establish a "Standard of Excellence" to provide a criteria for reading program development and evaluation for local school districts.

- -- Provide technical assistance in the areas of assessment, planning, building and operating reading programs, and in evaluating program results.
- -- Identify, validate, and disseminate promising programs developed within the State and keep the Office of Education informed of such programs.
- -- Develop State Right To Read dissemination vehicles.
- -- Sponsor State conferences and workshops on Right To Read.
- -- Develop multiplier effects in Right To Read by encouraging cooperation across agencies at the State and local levels.
- -- Use Right To Read materials to involve the private sector in the process of reading, both as students and in State and community level volunteer activity.
- -- Review and evaluate teacher certification requirements with respect to reading and urge reform if necessary.

The Right To Read Office continues to provide training seminars for State directors to learn how to train local Right To Read directors, to identify effective programs and to coordinate resources related to reading.

Demonstration projects have been funded as one of the Right To Read Program strategies. Their primary aim is to demonstrate via systematic planning procedures how a site can develop an effective total school or agency reading program. Such programs are documented and packaged for dissemination in interested schools, or community agencies desirous of replicating a successful reading program. Demonstration projects under the Right To Read Program are analagous to the Reading Improvement Projects, Part A, Title VII in that local educational agencies are eligible grantees, but grants authorized by Title VII are restricted to projects serving pre-school and elementary school children. Right To Read demonstration projects cover a wider age range which includes elementary and secondary school students as well as projects for out-of-school adults. The eligible grantees under the Right To Read School-Based program did not include the State Education agencies and child care institutions as does Part A, Title VII.

The Right To Read Pre-service Teacher Preparation Program requires each institution to develop an exemplary program to prepare the pre-service teacher to teach reading in the elementary school during the first year's grant. The second year's grant will support the implementation and installation of the new program. In general, the institutions are to accomplish the following:

1. An assessment of the existing teacher preparation program.
2. The identification and involvement of a task force or advisory council in the development of a program based on the results of the needs assessment.

3. The development of a new or alternative program or the restructuring of components of an existing program.

4. The development and trial testing of new methods and materials which include team teaching, competency based modules audio visual, instructional material and the opportunity for extensive and intensive field based experiences.

5. The establishment and refinement of a management system.

6. The preparation of the cooperating elementary school teachers and administrators.

Programs vary significantly from institution to institution, making it difficult to describe the programs more specifically. Every program does, however, emphasize practical development of skills in diagnosis and prescription and includes plans for the evaluation, dissemination, and installation of the new program.

Program Scope:

National Impact Programs:

1. Adult Reading Academies: A total of 20 adult reading academies were funded in FY 1975 for slightly more than $1.0 million.

2. Materials Dissemination: Approximately $0.5 million was spent in FY 1975 for development and dissemination of the following:

   Validated and Packaged Programs -- The American Institutes for Research, Palo Alto, California, has been engaged in identifying, validating, and providing multimedia packaging of successful reading projects. Each package contains a comprehensive case history of all the program components and procedures which made it effective. The product is a systematically arranged projection of an exemplary (total school) reading program which can be emulated either in part or in whole by other States or local education institutions. These programs will be disseminated through the State Right To Read Directors. A catalog of more than 200 promising programs which did not, however, meet the validation requirements will also be published.

   IRA Reports -- A series of six bi-monthly reports to be published by the International Reading Association, focusing on promising practices in Right To Read and non-Right To Read programs. Extra copies available from the International Reading Association.

   Assessment Planning Handbook -- A self-study guide which combines a revision of the Right To Read Needs Assessment Package and the Right To Read Program Planning Procedure. Presents a systematic process for planning a reading program. Available from the Right To Read Office of Government Printing Office.

Pre-school Parent Kit -- Prepared under a grant by the Urban Coalition, prototype toys and book kits to be used by mothers of preschoolers to teach reading readiness skills. Kits were distributed to selected local Urban Coalitions which conduct three-day training sessions for parents.

Tutor Training Packages -- Revisions and adaptations or original National Reading Center materials that deal with training volunteer tutors for elementary schools. Includes: Tutoring Resource Handbook for Teachers, Tutor's Resource Handbook, and Tutor-Trainers' Resource Handbook. Available from the Government Printing Office.

Tutor Training Filmstrips -- Series of six filmstrips which can be used in conjunction with the tutor training handbooks or may be used alone. Titles: "Organizing and Administering Your Tutor Program," "Talking to Tutors About Tutoring," "On Being a Reading Tutor," "Word Attack Skills," "Comprehension Skills," and "Work-Study Skills."

Adult Literacy TV Project -- Two series of videotape reading instruction programs, each with 25 lessons, 30 minutes per lesson. One series in English and one in Spanish, they will be developed for use in multiple settings, i.e., home, adult basic education centers, community learning centers. Suitable for public, commercial, or closed circuit TV.

Informational/Promotional Activities:

Mini-Assessment -- A study of the reading competency of 17-year-olds still in school, conducted by the National Assessment of Educational Progress. Results will help determine the types of reading programs which should be offered and will also indicate to high schools where they must improve their teaching skills. Will also establish baseline data from which to measure reading progress for this age group and provide additional material to use in testing "the operational definition of functional literacy."

Gallup Survey -- The Gallup Organization has been contracted to determine how the public views reading as a "basic living" requirement, ascertain how extensive the perceived reading problem is in American today, and determine how the public evaluates the national reading problem relative to other social problems.

Right To Read Film -- Twenty-eight minute, 16-milimeter, sound and color film highlighting and describing key strategies and tactics of the Right To Read Effort. Available late in 1975.

Radio and TV Spots -- Designed to elicit support of volunteers in the fight against illiteracy. These ads encourage both tutorial assistance and the donation of materials, space, equipment, and facilities.

Right to Read Summer -- Summer 1975 was an attempt not only to focus attention on the reading problem but to offer a variety of reading activities in numerous locations, i.e., parks and recreational centers. Depends greatly on private sector and general community support.

Support from Athletes:

The Right To Read is working with actor-athlete Roosevelt Grier to enlist the support of the National Football League and, hopefully, other athletic leagues. Can also ask for help from its local heroes. Roy Jefferson of the Washington Redskins has received a contract to demonstrate the motivational value of athletes in helping to increase the child's reading ability. The program will be a model for reproduction in 10 other National Football League cities. Teacher training and curriculum models will be developed for use in the other cities.

State Education Agency Programs:

State Education Agency Right To Read Programs have been established in 31 States, 12 of which are in their third year of operation, and 19 will complete two years of operation by the close of Fiscal Year 1975. The remaining 19 States and 8 outlying areas and Territories have expressed a desire to participate in the Program. Part B, Title VII is directly comparable to the State Education Agency Right To Read Program in that it calls for many of the activities which would continue the Right To Read State leadership role with its multiplier component of training Right To Read directors until all local education agencies within each State are reached. Approximately $5.2 million was allocated to participating State in FY 1975.

Demonstration Programs:

Over 21 school-based projects for pre-schoolers and school children were funded in FY 1975 for a total of $1.3 million.

Pre-service Teacher Preparation Programs:

Approximately $1.5 million for grants to 34 institutions of higher education were awarded in FY 1975.

Program Effectiveness and Progress:

1. Evaluation of School-Based Right To Read Sites by Contemporary Research, Inc., Los Angeles, October 1973.

   A number of the findings from this study, summarized below, have implementation for the structuring of program activities under Part A, Title VII:

   - Emphasis should be placed on classrooms that involve single grade levels only. The data suggest that where more than one grade level was included under a single teacher in a single classroom, learning did not take place to the same degree as in single grade level classes.

   - Greater stress should be placed on the need to implement the reading program at the first grade. The findings showed that while a total of 32 schools had the reading program in the second grade and 37 schools in the third grade, only 12 reported having the program in the first grade. Since much reading activity takes place in the first grade, projects funded under Part A. Title VII should and does place emphasis on the establishment of reading programs in the first grade.

- The analysis of overall grade level gains indicates that upper grades (7-9) did not show reading gains to the same extent as did elementary grades. It may be that factors accounting for reading gains at elementary grade levels are not as effective at upper grade levels.

- Twenty eight of the 44 school-based projects met or exceeded the Right To Read criterion of satisfactory reading progress of one month gain in reading achievement for each month of reading instruction. Sixteen of the 44 projects failed to achieve this objective, but some of this apparent failure may be attributable to inadequacies in local evaluation procedures such as failure to obtain pre- and post-test data on the same students and the use of non-comparable reading tests. Projects to be funded under Part A, Title VII should be required to plan for the control of such conditions in order to provide for internal project assessment as well as to enable cross-project comparisons.

2. An Evaluation of the Community-Based Right To Read Program by Pacific Training and Technical Assistance Corporation, Berkeley, September 1974.

The findings from this study of a random sample of 24 community-based Right To Read projects drawn from a population of 73 funded projects have implications for the conduct of Reading Academies, Section 723, Part C of Title VII.

The efforts put forth by the sampled projects are paying off as evidenced by statistically significant improvement in reading on the part of functionally illiterate adults. Although the reading gains of illiterate adults is significant, the accomplishment of full functional literacy cannot be achieved in a 4 to 6 month period (time span of the study).

In attempting to determine specific project characteristics that are associated with reading gains, very few definitive conclusions were reached. No significant differences were found among adult projects by type of service delivery system, thus indicating that ESL (English as a Second Language) classes, paid tutoring projects, and volunteer tutoring projects are all able to provide effective instruction.

Since no significant differences were found in reading gains among the adult community-based projects with respect to the type of instructional delivery system employed, it appears that considerable flexibility in determining the appropriate instructional strategy or system can be encouraged.

In regard to the retention and attendance of participants in adult community-based projects it was found that: (1) non-attendance was the primary reason for termination; and (2) regular attendance was positively related to gains in reading achievement. The study suggests some possible approaches to maximizing retention and attendance of participants which have implications for the operation of adult reading academies: (1) individual agreements could be established between participants and the academy specifying the requirements of meeting class schedules, length of participation, and statement of goals or aims; and (2) develop attendance schedules that will optimize the hours of instruction in terms of participants' available time.

Finally, in regard to project costs, the study revealed that adult community-based projects had widely varying costs per student and costs per instructional hour ratios with no apparent direct relationship between cost and reading gain. In anticipation of the establishment of adult academies more attention could be given to project budget. It seems reasonable to suggest that guidelines or ranges of cost per student and cost per instructional hour ratios be established for planning purposes so that academies will have standards for efficient budgeting.

Ongoing and Planned Evaluation Studies:

State Education Agency Right To Read Program

A contract was let in June 1975 to Applied Management Sciences, Silver Spring, Maryland, for the purpose of assessing the Right To Read Program in 31 funded State Education Agencies. The results of this study should be of considerable assistance to program management in the implementation of Part B, Title VII because of the parallel features of both programs as well as in aiding the remaining 19 States and 8 outlying territories to establish Part B programs.

The key foci of the study will be on the extent and success of the following program elements: (1) the training of local reading directors; (2) provision of technical assistance to local educational agencies; (3) dissemination of information on successful reading practices; (4) amassing public support for literacy efforts; (5) collection and dissemination of information on successful reading programs; and (6) the conduct of exemplary reading projects which emphasize training and technical assistance design to stimulate more effective reading programs through the State. The final report of this study is due in June 1976.

An annual evaluation report is due every March 31 to the Committees of the House and the Senate for the life of the program (currently to expire in 1978).

Source of Evaluation Data:

1. The Information Base for Reading, 1971.
2. Evaluation of School-Based Right To Read Sites, Contemporary Research, Incorporated, Los Angeles, California, October 1973.
3. Evaluation of a Sampled Community-Based Right To Read Projects, Pacific Training and Technical Assistance Corporation, Berkeley, California, 1973.
4. Briefing Package for the ASE Management Conference, October 23, 1974.
5. Assessment of the State Agency Component of Right To Read, Applied Management Sciences, Silver Spring, Maryland, June 1975.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Alcohol and Drug Abuse Education

Legislation:	Expiration Date:
The Alcohol and Drug Abuse Education Act of 1974	FY 1977

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1971	$ 10,000,000	$ 5,610,000
	1972	20,000,000	12,400,000
	1973	28,000,000	12,400,000
	1974	28,000,000	6,700,000*
	1975	26,000,000	4,000,000
	1976	30,000,000	2,000,000

Program Goals and Objectives:

The principal purpose of the Program as defined by the authorizing Act is to help schools and communities assess and respond to alcohol and drug abuse by becoming aware of the complex nature of the problem, and to prepare them for developing strategies aimed at its causes rather than merely its symptoms. The program strongly encourages a coordinated school-community effort.

Program Operations:

Grants are awarded to school districts and community agencies for training in planning, development and implementation of alcohol and drug abuse prevention programs.

Grants and contracts support activities such as the following: creative primary prevention and early intervention programs in schools; development, demonstration, evaluation and dissemination of new and improved curricula on the problems of alcohol and drug abuse for use in education programs throughout the Nation; preservice and inservice training programs for teachers, counselors, law enforcement officials and other public service and community leaders; and community education programs for parents and others on alcohol and drug abuse problems.

Program Scope and Effectiveness:

During the 1972-73 project year there were 55 State Education Agency projects which impacted on an estimated 117,000 people through education and training of youth service personnel, and 3.5 million people through a variety of indirect service, such as mass media efforts and the multiplier effect of training educators. With FY 73 funds, OE program personnel continued to provide these types of services, and cooperated with the designated single State Agencies (P.L. 92-455) in the development of comprehensive State prevention plans. During this same period, one National and seven Regional Training Centers trained approximately 1200 community leadership teams of 5 to 8 members each. Eighteen college-based and 40 community-based projects furnished education and training to approximately 22,000 youth and adults in schools and in the community; hotlines, crisis centers, rap centers, counseling and alternative programs. Most of these projects are continuing to provide services into Fiscal Year 1974 with Fiscal Year 1973 funds. In addition through 3 national conferences, OE trained teams comprised of deans, faculty and students from 180 colleges and universities.

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* Includes 1.0 million interagency transfer from SAODAP

With Fiscal Year 1974 funds, OE initiated a new school-based team training program. Teams of educational personnel -- administrators, teachers, counselors, psychologists -- from 338 local education agencies received training and subsequent onsite support through this new program. The training of community-based teams was continued with grants to 248 communities for this purpose. Training for both school and community teams was delivered through the network of 5 regional training centers. A new demonstration program to develop models for training preservice educational personnel was started in six participating colleges and universities. The National Action Committee for Drug Education continued to provide technical assistance to the national program. Two evaluation contracts were let: one for the evaluation of the new school-based training program and the other for the evaluation of the new preservice demonstration program.

Fiscal Year 1975 funds provided training for 200 new school-based teams, and supported 6 preservice demonstration projects for their second year of development.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

Program Data

Studies supported by program funds as follows:

1. Training for "people" Problems: An Assessment of Federal Program Strategies for Training Teachers to Deal with Drug Education; 1971.
2. Drug Abuse Program Report: Program Evaluation by Summer Interns; 1971.
3. National Study of Drug Abuse Education Programs; 1972.
4. Field Study Drug Use and the Youth Culture; 1972.

5. An Operationally-Based Information Support System for NDEP; in process.
6. General Research Corp., College and Communities Study; 1974
7. General Research Corp., Minigrant Study; 1974
8. BRX/Shelley, "What Works and Why" project (Fifty Successful Practices); 1974.
9. American Institutes for Research, "Evaluation of the School Team Approach for Drug Abuse Prevention;" 1975.
10. Abt Associates, Inc., "Evaluation of the National Preservice Drug Education Program;" 1975.
11. E. H. White and Company, Evaluation of the 1973 "Help Communities Help Themselves Program;" 1975 (originally funded by SAODAP, and monitored by the National Institute for Drug Abse).

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Environmental Education

Legislation:	**Expiration Date:**
Environmental Education Act of 1970 (P.L. 91-516); Extended by P.L. 93-278	1977

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1971	$ 5,000,000	$ 2,000,000
	1972	15,000,000	3,514,000 1/
	1973	25,000,000	3,180,000
	1974	25,000,000	2,000,000
	1975	5,000,000	1,900,000
	1976	10,000,000	3,000,000

Program Goals and Objectives:

The purpose of environmental education as expressed in the Environmental Education Act is to help individuals understand problems, issues, options, and policies affecting the quality of the total environment, including social, economic and cultural aspects. The Act supports the development of educational resources required to achieve these objectives among all age groups and sectors of the country.

The Act provides (1) broad authority for flexible, responsive support of environmental education development needs (rahter than support of predesignated activities in schools and communities) (2) support for community group-sponsored nonformal education projects, and (3) environmental education training for persons in education and other fields, including those in business, industry and government whose activities may effect environment policies and activities and hence quality.

Program Operations:

The overall strategy of the Office of Environmental Education is to facilitate through technical assistance and grant funds the development of environmental education, e.g., encironmental studies programs and educational resources devoted to educating our citizens about both the immediate and long-term interactions and impacts of activities and decisions on environmental quality. This strategy involves (1) development of content and process through pilot projects, (2) the dissemination and transfer of effective materials and approaches through demonstration training and dissemination projects, and (3) encouraging use of funds,

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1/ Approximately $2 million withheld to cover backdated FY '72 grants.

other than those from the Environmental Education Act, support of operational programs.

Program Scope and Effectivenss:

In FY '75, program funds amounting to about $1.9 million were used to support a total of 76 environmental education projects. These included resource material development, personnel training, and community education in urban, suburban and rural areas in 41 States and the District of Columbia. By kinds of projects the breakdown of grants awarded is as follows:

a.	Resource Material Development	-- 19
b.	Personnel Development	— 8
c.	Community Education	— 9
d.	Elementary and Secondary Education	— 4
e.	Minigrant Workshops	-- 35

It is estimated that up to 4,000 people have been provided direct training through these projects. Projects funded under the Environmental Education Act during the past four years and those funded through other OE programs are being reviewed for possible dissemination. In addition, the Office of Environmental Education has awarded one contract totalling approximately $400,000. The contractor will utilize and evolve further, conceptual frameworks for OE and similar purposes for the development of four personnel (formal and nonformal education) training models in environmental studies.

Technical or non-monetary assistance activities have included (1) assisting OE regional and headquarters, program administrators in developing resources and expertise, (2) establishing local and regional planning and information networks, and (3) assisting other Federal agencies interested in educational programs relating to environmental quality.

Ongoing and Planned Evaluation Studies:

Non planned at this time

Sources of Evaluation Data:

OEE Program Data

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

General Program Dissemination: Office of Public Affairs

Legislation:	**Expiration Date:**
General Education Provisions Act, Section 412	None

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1970	Indefinite	$1,600,000
	1971	"	500,000
	1972	"	400,000
	1973	"	400,000
	1974	"	-0-
	1975	"	500,000
	1976	"	500,000

Program Purpose and Operation:

The purpose of General Program Dissemination is to make information available to the widest possible audience -- including the general population as well as professional educators -- about programs deriving from Office of Education supported research and practices. The funds are expended primarily through contracts for performing public information functions by means of various mass media and through meetings, conferences, or workshops. The purpose of these activities is to foster awareness of OE programs and to encourage individuals to take an active role in improving education in their communities. General Program Dissemination activities have been underway since FY 1970.

Program Scope and Effectiveness:

Although funds appropriated for General Program Dissemination in FY 1974 totaled $500,000, at the end of the fiscal year the Office of Public Affairs was unable to fund one project (production of a film on new opportunities in education for women) at $100,000, because the Office of Education froze all RFPs that had not yet been awarded. Therefore, our obligations totaled $399,995, and all contracts were continuations. Projects funded included continuation of the distribution of films on the Right To Read, on early childhood education, and on environmental education. The mass media project to encourage people to consider technician education as a viable alternative to a liberal arts college degree was also continued, with production of a radio and television campaign featuring the popular television and singing group, Tony Orlando and Dawn. The response mechanism for this campaign, the Careers Mailing Service, was also continued.

Ongoing and Planned Evaluation Studies:

Evaluation is built into each individual project as part of the management process. No separate formal evaluations have been performed or are contemplated.

Sources of Evaluation Data:

Informal "inhouse" assessments.

I. INDIAN EDUCATION PROGRAMS

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Revision of Impacted Areas as it Relates to Indian Children
(Payments to LEA's for Indian Education)

Legislation:

Indian Education Act of 1972
P.L. 92-318, Part A

Expiration Date:

July 1, 1978

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	FY 73	$196,177,204	$ 11,500,000
	FY 74	208,000,000	25,000,000
	FY 75	235,000,000	25,000,000
	FY 76	387,090,000	35,000,000

Program Goals and Objectives:

The law indicates that its purpose is to provide grants on a formula basis to local school systems for (1) planning and other steps leading to the development of programs specifically designed to meet the special educational needs of Indian children, including pilot projects designed to test the effectiveness of these programs; and (2) the establishment, maintenance, and operation of programs, including minor remodeling of classroom or other space used specifically for such programs, and acquisition of necessary equipment. In addition, a special provision in the Act allots not more than 10 percent of Part A funds to Indian controlled schools located on or near reservations.

The immediate program goal is to raise the per purpil expenditure by about $120 per child. The long range program goals is to supplement per pupil expenditures in the amount of $300 by FY 81, for approximately 300,000 Indian children enrolled in eligible LEA's. The 1970 survey of Compensatory Education indicates that this level is required to provide an adequate program to meet the special educational needs of the Indian children. Funds from these grants are also intended to provide teachers and teacher aides in the basic skill areas of reading and mathematics; new supportive services, including home liaison and guidance and counseling services; and bilingual/bicultural activities.

Program Operations:

Monies appropriated under Part A of the Indian Education Act are used for:

1. Grants to local education agencies which provide free education to Indian children, and

2. Financial assistance to schools on or near reservations which are non-local educational agencies in existence for more than three years.

For any fiscal year an amount not in excess of 10% of the amount appropriated for Part A will be expended for non-local educational agencies. The amount of the grant to which a local education agency is entitled is equal to the average per pupil expenditure for such agency multiplied by the sum of the number of Indian children served, as determined by the Commissioner.

If the sums appropriated for any fiscal year for making payments under this title are not sufficient to pay in full the total amounts which all local educational agencies are eligible to receiv for that fiscal year, the maximum amounts which all such agencies are eligible to receive shall be ratably reduced.

Program Scope and Effectiveness:

Data from the 1975 Indian enrollment/entitlement computation indicated that over 3088 local educational agencies would be eligible for funding under Part A, Title IV, P.L. 92-318. During fiscal year 1975, 1169 of these eligible agencies applied for funds to plan, develop, and/or operate programs designed to meet the special educational needs of Indian children. Of the applications received 845 grants were awarded. (During fiscal year 1975, approximately 267,000 children were enrolled in LEA's receiving Part A grants.) These grants average approximately $85 per child.

As contrasted with the FY 75 figures above, figures for FY 73 and FY 74 illustrate a progression of growth in this program. Part A project funding increased from $11 million in FY 73 to $23 million in FY 74. The numbers of LEA's applying for grants doubled. For the FY 74 school year, 547 Part A - LEA applications were submitted; and for the FY 75 school year 1098 applications were received. Of the 1098 applications, 854 were approved and funded in FY 75 school year.

From the non-LEA's 35 applications were received in FY 74; of these 23 were approved in the amount of $1,190,476. Whereas in FY 73 only 10 non-LEA grants were approved in the amount of $547,618.

The increase in the numbers of students enrolled in funded districts in 1974-75 is 75,713. This represents a 57 percent increase over 1973-74. However, it should be kept in mind that the 1974-75 enrollment figure of 212,938 represents the total number of Indian pupils enrolled in the school districts having Title IV projects. This does not necessarily imply that all 212,938 pupils were actually served by Title IV projects; it means only that the opportunity to participate was available to the eligible children. The latest count of all Indian children of school age who are in public school systems (334,495) less the total number who are eligible for Title IV benefits because they are in funded districts (212,938) indicates that 121,587 public school Indian children are not being afforded the opportunity to participate in Title IV programs.

The nonparticipants in Title IV programs are either attending school in ineligible LEA's or in eligible districts that have not applied for Title IV funds.

This program has been in operation for only a short time and no hard measures of its effectiveness are available at present.

Ongoing and Planned Evaluation Studies:

An evaluation of this program is currently being designed. This study should commence in June, 1976 and will be approximately two year's duration.

Sources of Evaluation Data:

Program Review Materials

Program Audits

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Special Programs and Projects to Improve Educational Opportunities for Indian Children

Legislation:	**Expiration Date:**
Indian Education Act of 1972 P.L. 92-318, Part B	July 1, 1978

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	FY 73	$ 25,000,000	$ 5,000,000
	FY 74	35,000,000	12,000,000
	FY 75	35,000,000	12,000,000
	FY 76	35,000,000	16,000,000

Program Goals and Objectives:

The law indicates thatits purpose is to authorize discretionary grants to Indian tribes and organizations as well as to State and local educational agencies for use in special programs and projects to improve educational opportunities for Indian children. These include (1) supporting planning, pilot, and demonstration projects designed to test and demonstrate the effectiveness of programs for improving educational opportunities for Indian children, such as bilingual/bicultural educational programs, programs dealing with special health, social, and psychological problems of Indian children; (2) activities assisting in the establishment and operation of programs designed to stimulate the provision of educational services not available to Indian children in sufficient quantity or quality, such as guidance, counseling, and testing services; and the development and establishment of exemplary educational programs to serve as models for regular school programs in which Indians are educated, such as remedial and compensatory instructional programs; (3) assisting in the establishment of preservice and inservice training programs to improve the qualifications of persons serving Indian children, such as teachers, teachers aides, social workers, and other educational personnel; (4) encouraging the dissemination of information and materials concerning educational programs, services, and resources available to Indian children, and evaluation of the effectiveness of educational programs which may offer educational opportunities to Indian children.

The long range program goals are to:

1. fill existing gaps in the provision of educational services to Indian children. The emphasis given to such

a service orientation will be dependent on Johnson-O'Malley and Title I funding strategies.

2. establish an adequate number of validated approaches toward meeting the special educational needs of Indian children.

The shorter or immediate program goals are to:

1. develop model programs for public schools, alternative schools and BIA schools and to develop a dissemination and public school impact network to insure the transfer of educational delivery systems from the model and demonstration stages to schools.

2. provide innovative and capacity building efforts in areas of educational need having high priority on a national basis.

3. provide basic educational services which will address those needs that are not being met by other programs intended for Indian children.

Program Operations:

This program supports projects to test and demonstrate the effectiveness of programs for improving educational opportunities for Indian children, by providing services not otherwise available, and by assisting in the development and operation of preservice and inservice training programs for education personnel. Grants are made, upon receipt and approval of applications to Indian tribes, organizations, institutions, State and local educational agencies, and federally supported elementary and secondary schools for Indian children. The applications fall into the general area of cultural and educational enrichment programs and services.

Established criteria require that applications include the following:

1. a statement describing the activities for which assistance is sought;

2. information showing that the purpose and scope of the proposed project fall within the scope and intention of Part B of the Indian Education Act;

3. provisions for training of the personnel participating in the project; and

4. provisions for evaluating the effectiveness of the project in achieving its purpose.

The strategy for Part B projects is to address the needs of the Indian community by acquiring local Indian community support. Because both Indian community and school system personnel are involved in most projects from the needs assessment through the final evaluation, the entire project develops as a venture which is based on coordination of effort to achieve a specific goal.

Program Scope and Effectiveness:

During the fiscal year 1975, the Office of Education received 442 applications to support planning, pilot, and demonstration projects. 148 applicants received awards. The approved projects dealt with the development of bilingual/bicultural programs, instructional materials and media centers, compensatory education, cultural enrichment, dropout prevention, and vocational training.

As contrasted with the FY 75 project awards of 148, 51 and 136 Part B project awards were made in FY 73 and FY 74 totaling $5 million and $12 million respectively. The growth in the number of projects during the short period of operation is an indication of acceptance by the Indian community of the intent of Part B of the Act.

In general, most funded districts' projects reflected the special educational needs of the local communities. A majority of the grantees under Part B designed their projects to attempt to meet the most compelling of these needs. Based on rather sparse data, the most effective projects are those which invest the largest dollar amounts on special staff - professional, paraprofessional, and non-professional. The most effective staff members appear to be those who have special abilities to perform successfully in areas that address the special needs of Indian students, and who have the necessary qualities of awareness and sensitivity to Indian students.

This program has been in operation for only a short time and no definitive measures of its effectiveness are available at present.

Ongoing and Planned Evaluation Studies:

No evaluation studies are currently planned for this program.

Sources of Evaluation Data:

Program Review Materials

Program Audits

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Special Programs Relating to Adult Education for Indians

Legislation: **Expiration Date:**

Indian Education Act of 1972
P.L. 92-318, Part C

July 1, 1978

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	FY 73	$ 5,000,000	$ 500,000
	FY 74	8,000,000	3,000,000
	FY 75	8,000,000	3,000,000
	FY 76	8,000,000	4,000,000

Program Goals and Objectives:

The statute indicates that the purpose of this program is to provide assistance to State and local educational agencies and to Indian tribes, institutions, and organizations to support planning, pilot, and demonstration projects serving sdult Indians. Such programs include (1) those which enable aprticipants to obtain high school diplomas, improve their communication skills, and participate in career development activities, (2) research and development programs to create more innovative and effective techniques for achieving the literary and high school equivalency goals; (3) surveys and evaluations to define accurately the extent of the problems of illiteracy and of failure to complete high school among adults on Indian reservations; dissemination of information concerning educational programs, services and resources available to Indian adults; and (4) to encourage the dissemination of information and materials relating to and the evaluation of the effectiveness of, education programs which may offer educational opportunities to Indian adults.

The long range goal of Part C of the Indian Education Act is to eliminate illiteracy among Indian adults by providing high school equivalency diploma training to 30% of the adult Indian population between the ages of 20 and 59 by 1981 and to have served validated models in basic literacy and GED training available for installation as service programs.

The shorter range goals or immediate objectives of the program are:

1. To increase the number of high school equivalency diploma (GED) graduates and enrollment in continuing education programs through the use of culturally relevant materials.

2. To develop, test, and implement innovative and effective educational models and teaching strategies for achieving literacy and high school equivalency. To meet this objective,

projects will be funded in such areas as curriculum development, teaching techniques, and adult equivalency testing. Areas of high relevancy to Indian communities, such as legal education, consumer education and vocational counseling and education will be used as course content to develop adult basic education programs.

3. To coordinate with adult education and GED programs administered by other Federal agencies.

Program Operations:

Upon receipt of applications, grants are made to State and local educational agencies, Indian tribes, institutions, and organizations. The projects are designed to plan for, test and demonstrate effectiveness of programs for adult education for Indians. The projects are intended to assist in the establishment and operation of programs which are designed to provide basic literacy opportunities to all Indian adults to qualify them for high school equivalency certificates in the shortest period of time. Federally supported elementary and secondary schools are not eligible to receive grants for adult Indian programs.

Program Scope and Effectiveness:

During fiscal year 1975 the Office of Education received 140 applications to support planning, pilot, and demonstration projects. 53 applicants received grant awards. In general, applications consisted of proposed pilots and demonstration projects designed to improve the employment and educational opportunities of adult Indians.

As contrasted with FY 75 project awards, 10 and 42 Part C project awards were made in FY 73 and FY 74 totaling $500,000 and $3,000,000, respectively.

While many influences undoubtedly contributed to such growth, two major factors, closely related to the language and intent of the Act, should be considered.

One contributing factor is the Title IV definition of Indian. Under this definition, Indians (such as urban, terminated and State recognized Indians) who were formerly ineligible to participate in Bureau of Indian Affairs programs can be served under the provisions of Title IV. Thus, school district administrators and members of the Indian community may view Title IV funding as a highly desirable means of meeting the special needs of Indian students. As a result of this attitude, school administrators may attempt to serve as many Indans as possible and search for those who qualify to be served under the Act. Parents and children who are Indian, but cannot qualify for tribal enrollment or Bureau of Indian Affairs benefits because they do not meet blood quantum requirements, have recognized a source of educational support and have claimed their Indian identity in order to participate in the Title IV program.

Another factor is that the structure of Indian culture is so diverse that extensive funding problems are created by the inability to generalize effective educational practices to the overall Indian community. There are 467 recognized Indian tribes and bands, many of whom have entirely different cultural patterns. For example, an effective education practice for the Northern Cheyenne or one of the other Northern plains tribes may require extensive modification to work effectively for the Lumbees in the East.

This program has been in operation for only a short time and no definitive measures of its effectiveness are available at present.

Ongoing and Planned Evaluation Studies:

No evaluation studies are currently planned for this program.

Sources of Evaluation Data:

Program Review Materials

Program Audits

J. SPECIAL PROGRAMS

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Women's Educational Equity Program

Legislation:

Education Amendments of 1974,
P.L. 93-380, Sec. 408

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1975	$ -0-	$ -0-
	1976	30,000,000	6,270,000

Program Goals and Objectives:

In accordance with the Act, the purpose of the program is to provide educational equity for women in the United States.

The program defines its goals as:

A) The eleimination of discrimination on the basis of sex and of those elements of sex role stereotyping and sex role socialization in educational institutions, programs, and curricula which prevent full and fair participation by women in educational programs and in American society generally.

B) The achievement of responsiveness by educational institutions, programs, curricula, policy makers, administrators, instructors, and other personnel to the needs, interests, and concerns of women arising from inquitable educational policies and practices.

Three strategies to implement these goals are:

A) Systemic change by eliminating those elements of sex role stereotyping and sex role socialization which separately, and more importantly, together and over time limit the aspirations, experiences, and options of women.

B) Institutional change through the elimination of discriminatory practices and policies in educational agencies, organizations, and programs which may be contrary to Federal statutes, executive orders, and regulations.

C) Supplementary activities for individuals through special educational opportunities and support services.

Program Operations:

The program may receive applications or proposals from any public agency, private nonprofit organization, or individual. They are reviewed by panels which are broadly representative of the concerns of the program. The most highly rated applications are funded, within the mandated requirements both for appropriate geographical distribution and for projects at all levels of education, as well as the regulatory requirement for projects which collectively represent to the extent possible the diverse needs and concerns in educational equity for women. This program, under the Commissioner's approval, is entirely discretionary.

Program Scope:

No projects have yet been funded by this program. The initial projects are to start in FY 1976. The program aims at both children and adults, both women and men; ethnic, regional, socioeconomic groups; educational personnel as well as parents, students, and concerned citizens.

Program Effectiveness and Progress:

Regulations have been developed, and the program is prepared to receive proposals and applications. No information on effectiveness will be available for at least a year.

Ongoing and Planned Evaluation Studies:

The Advisory Council on Women's Educational Programs has a mandated responsibility to evaluate programs and projects. At this time, there are no other plans for evaluation.

Sources of Evaluation Data:

None

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Arts in Education

Legislation: P.L. 93-380, Section 409

Expiration Date: June 30, 1978

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1975	-0-	-0-
	1976	Not less than $750,000	$ 750,000

Program Goals and Objectives:

The legislative intent for this program is that it encourage and assist State and local educational agencies to establish programs in which the arts are an integral part of elementary and secondary school programs. The program purpose, in accordance with the published regulations is to:

(1) encourage the development in students of aesthetic awareness in the arts and to foster self-actualization and the development of communicative skills through movement, sound, visual images, and verbal usage;

(2) involve all of the students at all grade levels in the school or schools served. The program may serve one or more schools in a single school district or (in the case of a joint application) in several school districts;

(3) involve each student in appreciation, enjoyment, understanding, creation, participation, and evaluation with respect to the arts;

(4) address the spectrum of major art forms, including dance, music, drama, and the visual arts;

(5) infuse the arts into all aspects of the school curriculum as a means of enhancing and improving the quality and quantity of aesthetic education offered in the school and as a means of expanding the base for cognitive and affective learning experiences in the total school curriculum;

(6) integrate all the major art forms into the regular educational program of the school or schools, as distinguished from treating them on an extracurricular or peripheral basis.

Program Operations:

The program did use some S&E monies in FY 1975 to conduct regional conferences and workshops, and to assist States in planning for arts educational programs.

Grants or contracts will be awarded on a competitive basis for proposals which are anticipated from State and local educational agencies following publication of Final Regulations. The program relies on the John F. Kennedy Center for the Performing Arts to provide for the review of proposals and for a variety of forms of technical assistance.

Program Scope:

No grants or contracts have yet been awarded in FY 1976.

Program Effectiveness and Progress:

No data is available at this time because the program is not operational.

Ongoing and Planned Evaluation Studies:

None

Sources of Evaluation Data:

None

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Gifted and Talented

Legislation:	**Expiration Date:**
Education Amendments of 1974, Sec. 404	June 30, 1978

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	FY 1975	Commissioner's S&E	$ 50,000
	FY 1976	$ 12,250,000	2,560,000

Program Goals and Objectives:

The Act indicates that the purpose of this program is to provide educational services to gifted and talented children. The program regulations specify the following objectives:

A. The development and dissemination to the public of information pertaining to the education of gifted and talented children and youth,

B. Grants to State and local educational agencies for the planning, development, operation, and improvement of programs and projects designed to meet the special educational needs of the gifted and talented at the preschool, elementary and secondary school levels.

C. Grants to State education agencies for training personnel engaged, or preparing to engage, in educating the gifted and talented or as supervisors of such persons.

D. Grants to institutions of higher education or other appropriate nonprofit agencies for training leadship personnel (including internships) in the education of the gifted and talented.

E. Contracts with public and private agencies for the establishment and operation of model projects for the identification and education of the gifted and talented.

Program Operations:

This grant program operates with discretionary funds only, i.e., no State plans or formulas are required.

Fund recipients are expected to include both process and product evaluations in their projects, but this is not absolutely required.

Program Scope:

The S&E monies in FY 1975 were used to: (1) obtain technical assistance for the development of an RFP, and (2) establish a clearinghouse under the Council for Exceptional Children.

No projects have yet been funded in FY 1976.

Program Effectiveness and Progress:

No comment can be made about effectiveness, inasmuch as the program is only presently being initiated. The program has developed guidelines for proposals which have been published in the Federal Register.

Ongoing and Planned Evaluation Studies:

No evaluation is currently planned for this program.

Sources of Evaluation Data:

None

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Community Schools

Legislation:

Educational Amendments of 1974,
P.L. 93-380, Section 405

Expiration Date:

June 30, 1978

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1975	-0-	-0-
	1976	$ [illegible],000,000	$ 3,553,000

Program Goals and Objectives:

The goals of a community education program as defined by the Act and reiterated in the regulations are to meet the unique needs of any community by:

1. promoting greater utilization of public education facilities through an extension of school buildings;

2. providing educational, recreational, cultural, and other related community services in accordance with the needs, interests, and concerns of the community;

3. promoting interagency cooperation thereby saving money that results from costly duplication of effort.

Program Operations:

Discretionary competitive grants will be made to State and local educational agencies to pay the Federal share of the cost of planning, establishing, expanding, and/or operating community education programs. In addition, funds will be made available to institutions of higher education to develop and establish or to expand programs which will train persons to plan and operate community education programs. Other components will be the establishment of a clearinghouse to disseminate information and the provision of technical assistance to each community education program as needed.

Of the grant funds appropriated under the Act, $1.5 million will be made available to State educational agencies, $1.5 million to local educational agencies, and $425,000 to institutions of higher education. Local program grant recipients will receive different federal shares based upon the status of their program. The Federal Share is:

- 80 percentum of a program to establish a new community education program
- 65 percentum of a program to expand or improve a community education program
- 40 percentum of a program to maintain or carry out a community education program

Program Scope:

Although no grants have been awarded, it should be noted that the following projections have been made and presented to Congress for Fiscal Year 1976 appropriations hearings:

Institution	Amount of Appropriation	Estimated No. of Grants
LEA	$ 1,564,000	30
SEA	1,564,000	30
IHE	425,000	10

Though authorized, no funds were appropriated for this program in FY 75. Therefore, there is no evidence of effectiveness or progress.

Ongoing and Planned Evaluation Studies:

None are planned at this time.

Sources of Evaluation Data:

None exist at this time.

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Metric Education Program

Legislation:

P.L. 93-380, Section 403

Expiration Date:

June 30, 1978

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	1975	$ -0-	$ -0-
	1976	$ 10,000,000	2,090,000

Program Goals and Objectives:

The Act states that the program's purpose is to encourage educational agencies and institutions to prepare students to use the metric system of measurement. The regulations of this program state its goals as follows: (1) identifying, assessing, and disseminating information on existing metric education curricula in elementary and secondary schools, institutions of higher education, and State education agencies; (2) preparing teachers to teach the use of the revised metric system of measurement on an interdisciplinary basis; and (3) developing and disseminating curricula materials and practices for special population groups.

Program Operations:

This program solicites proposals for grants and/or contracts for the following activities: inservice and/or preservice training of teachers; Statewide planning; mobile metric education; development and dissemination of materials; mass media development; school-based interdisciplinary projects.

Program Scope:

No contracts or grants have been made by this program as of this date.

The target populations are as follows: Indians, bilingual, elderly, handicapped, correctional, parents and other adults.

Program Effectiveness and Progress:

It will take at least a year of funding projects before any hard data can be obtained concerning the effectiveness of the program. The program has published guidelines in the Federal register.

Ongoing and Planned Evaluation Studies:

None are planned until the program is operating

Sources of Evaluation Data:

None

ANNUAL EVALUATION REPORT ON EDUCATION PROGRAMS

Program Name:

Consumer Education

Legislation:

Elementary and Secondary Education Act,
P.L. 92-338 (as amended by P.L. 93-380)

Expiration Date:

June 30, 1978

FUNDING HISTORY	YEAR	AUTHORIZATION	APPROPRIATION
	FY 1976	$ 30,000,000	$ 3,135,000

Program Goals and Objectives:

The Act specifies the goals of this program, as follows:

> To provide consumer's education to the public by identifying, assessing, and disseminating information on existing curricula in consumer's education in elementary, secondary schools and institutions of higher education; preparing teachers to teach in subject matter areas associated with consumer's education; supporting community consumer's education programs; developing and disseminating curricula materials and teaching practices for special population groups; initiating applied research studies on determining the level of consumer's knowledge and behavior.

Program Operations;

The program operates with discretionary funds which are used to support selected proposals following a panel review. There are no restrictions as to the geographic distribution of funds. The projects are designed to develop programs, curricula or materials designed to prepare consumers for participation in the marketplace. Funded projects should attempt to enable persons to make rational and intelligent consumer decisions in the light of their personal values, their recognition of marketplace alternatives, and social, economic, and ecological considerations.

The target populations are identified as follows: (1) bilingual, (2) elderly, (3) Indian, (4) handicapped, and (5) correctional.

Program Scope:

No grants or contracts have yet been awarded by this program. No indication as to the number or type of project to be funded can be discerned at this time.

Program Effectiveness and Progress:

No comment can be made as the program has not, to date, funded any projects. Guidelines have been developed and published in the Federal Register.

Ongoing and Planned Evaluation Studies:

None are planned at this time

Sources of Evaluation Data:

None

APPENDIX A

COMPLETED AND IN PROCESS EVALUATIONS BY PROGRAM

FORMAL PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date - Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
ESEA Title I Education of Disadvantaged Children	Final Report on the Development of Project Information Packages for Effective Approaches in Compensatory Education, RMC Research Corporation, Los Altos, California, October, 1974 Guidebook for Conducting Educational Evaluations, RMC Research Corporation, Los Altos, California, November, 1974 Selecting Exemplary Compensatory Education Projects for Dissemination Via Project Information Packages. RMC Research Corporation, Los Altos,,California, June 1974 Design Consideration for Packaging Effective Approaches in Compensatory Education. RMC Research Corporation Los Altos, California, June 1974 A Procedural Guide for Validating Achievement Gains in Educational Projects, RMC Research Corporation Los Altos, Calif. May, 1974.	Review of Progress in Selected States in Meeting Special Educational Needs (Title I, ESEA of 1965).DHEW Audit Agency, August 1974 (13-5004). State Evaluation Reports on ESEA Title I, Fiscal Years 1971-74. RMC, Oct. 1975. The Silken Purse: Legislative Recommendations for Title I of Elementary and Secondary Education Act. Washington, D.C.: The Planar Corporation, May 1973 A Synthesis and Analysis of Available Local and State Title I Achievement Procedures and Results, Washington, D.C.: The Planar Corportation, May 1973 Review of the Implementation of Comparability Provisions of P.L. 91-230. DHEW Audit Agency, October 1972 Data Analysis of 1969-70 Survey of Compensatory Education (Title I). University of Massachusetts, undated.	A descriptive and Analytic Study of Compensatory Reading Programs: Phase I Report. Educational Testing Service Princeton, New Jersey, August, 1973 Completion Date December 1975 A Study of Selected Aspects of ESEA. Title I Reading Programs. Washington D.C. Government Accounting Office. Completion Date: December 1975. Report on Review of Effectiveness of Title I of ESEA: Kansas State Department of Education. DHEW Audit Agency. Completion date: Nov. 1975 Report on Review of Effectiveness of Title I of ESEA: Missouri State Department of Education, DHEW Audit Agency. Completion date: January 1976.

FORMAL PROGRAM EVALUATIONS COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date - Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
	The Process of Funds Allocation Under Title I of the Elementary and Secondary Education Act of 1965. Interim Report. Washington, D.C.: National Bureau of Standards, March 1973. ESEA Title I: A Reanalysis and Synthesis of Evaluation Data From Fiscal Year 1965 through 1970. Palo Alto, California: American Institutes for Research, March 1972	Education of the disadvantaged An Evaluative report on Title I Elementary and Secondary Education Act 1965. Washington, D.C.: U.S. Government Printing Office, April 1970. Foundations for success in educating disadvantaged children Palo Alto, California: American Institutes for Research December 1968	Further Documentation of the Title I State Evaluation Models, Their Technical Assistance Requirements, and Design of a Field Test. RMC Research Corporation, Los Altos, California. Completion date: January 1977. A Longitudinal Study of Intensive, Innovative Educational Practices, American Institutes for Research, Palo Alto, Calif. Completion date: June 1976. Implementation of Compensatory Education Project (NIE). Stanford Research Institute, Menlo Park, California Completion date: September 1977. Demonstration Projects on Alternative Allocation Criteria (NIE). Abt Associates, Cambridge, Mass. Completion date: September 1978. Study of the Effectiveness of Individualized Instructional Programs (NIE). Kirschner & Associates, Wash., D. C. Completion date: September 1977. Survey of Federal and State Title I Regulations (NIE), Lawyers Committee. Completion date: December 1976.

FORMAL PROGRAM EVALUATIONS COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date - Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
			A Study of the Management of Title I, ESEA at the State Level (NIE), Booz, Allen & Hamilton, Wash., D.C. Completion date June 1977.
			A Study of the Sustaining Effects of Compensatory Education on Basic Skills System Development Corp., Santa Monica, Calif., Interim reports: Fall, 1977; Spring, 1978, 1979, 1980.
			Developing a Guide to Building, Evaluating and Using Criterion-Referenced Tests. American Institutes for Research, May 1976.
			How to Evaluate Children's Affective Growth. Deborah Walker, August 1976.
			Further Study of Performance Contracting in Education, Educational Testing Service, March 1975.

FORMAL PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date - Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
Title I Neglected and Delinquent Children		Analysis of 1968-69 Compensatory Education for Selected Sub-Groups Pupils, Boulder, Colorado: University of Colorado Laboratory of Educational Research, August 1970 (and Appendices). Report on the Administration of the Neglected and Delinquent Children Title ESEA Program. DHEW Audit Agency, July 1974. Design of an Evaluation for the Elementary and Secondary Education Act (ESEA) of 1965, Title I Neglected and Delinquent Programs. Marshall Kaplan, Gans and Kahn, February. 1975.	Evaluation of the Title I Programs in Institutions for Neglected or Delinquent Children, System Development Corporation, Santa Monica, Calif. Completion date: August 1978.

FORMAL PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date - Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
Title I Children of Migrant Workers	Evaluation of ESEA Title I Program for Migratory Children of Migratory Agricultural Workers. January 1974 (OE/OPBE).	Follow -Up Review on the Migrant Children Education Program. December, 1974, (DHEW Audit Agency Agency) Impact of the Federal Programs to Improve the Hiring Conditions of Migrant and Other Seasonal Farmworkers. September 1973 DHEW/OSC) Study of the Settling-Out Process Among Migrant and Seasonal Farmworkers. September 1973 (DHEW/OSC) Report on Audit of the Administration of the Migrant Children Education Program July 1972 (DHEW/AA). Early Childhood Programs for Migrants: Alternatives for the States. May 1972 (ECS) Wednesday's Children, 1971 (National Committee on the Education of Migrant Children). Decision Making Framework: Migrant Education, June 1971 (DHEW/ASPE)	Evaluation of the Title I Program for Migratory Children of Migratory Agricultural Workers and Fishermen, Research Triangle Institute, Research Triangle Park, North Carolina. Completion date: December 1978.

FORMAL PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date - Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
ESEA Title III, Supplementary Educational Centers and Services		Brightman, Jerome B. The Process of Innovation: A Model of Planned Change Resulting from an Assessment of Three-Year ESEA Title III Projects, June 1974 Catalyst for Change: A National Study of ESEA Title III, (PACE); University of Kentucky, 1967. PACE: Catalyst for Change, The Second National Study of PACE. University of Kentucky, 1968. Hearn, Norman, Innovative Educational Programs: A Study of the Influence of Selected Variables Upon Their Continuation Following the Termination of Three Year Title III Grants, 1969. Polemeni, Anthony J. A Study of Title III Projects, Elementary and Secondary Education Act of 1965. (P.L. 83-531 (89-10)), After The Approved Funding Periods. April, 1969.	Rand Corporation, Inc., A Study of Change-Agent Programs, October 1976, (ESEA Title VII, Voc. Ed., Part D, and Right to Read are also studied). Rand Corporation, Inc. An Evaluation of ESEA Title III and VII, October 1975. Stanford Research Institute, An Evaluation of the Field Test of Project Information Packages, December 1976. Stanford Research Institute An Evaluation of the ESEA, Title III Diffusion Adoption Network, November 1976.

FORMAL PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date - Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
ESEA Title V, Section 503, Grants to Strengthen State Departments of Education		Center for Educational Policy Research, Harvard Graduate School of Education Grease the Squeaky Wheel: A Report on the Implementation of Title V of the Elementary and Secondary Education Act of 1965, Grants to Strengthen State Departments of Education. February 1973	
ESEA Title VII, Bilingual Education Act	Development Associates, Inc., A Process Evaluation of the Bilingual Program, December 1973. See also A Study of Change Agent Programs Under Title III.		American Institutes for Research Inc. Evaluation of the ESEA Title VII, Bilingual Education Programs. 1. Identification and Description of Exemplary Bilingual Education Projects August 1975. 2. Exploratory Study of Bilingual Projects involving Native-American, Indo-European, Asian and Pacific Language Group - September 1975 3. Impact of Study of Title VII Spanish Language Projects November 1976. 4. Development Associates, Inc. A Study of State Programs in Bilingual Education- October 1976.

FORMAL PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date - Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
.Emergency School Assistance			
Emergency School Assistance Program School District Grants	Resource Management Corporation, Evaluation of the Emergency School Assistance Program, February 1972. National Opinion Research Center, Southern Schools; An Evaluation of the Effects of the Emergency School Assistance Program and School Desegregation, Fall 1973. Rand Corporation, Further Analysis of the ESAP-II Evaluation Data, July 1975	General Accounting Office, Need to Improve Policies & Procedures for Approving Grants Under the Emergency School Assistance Program, 1971 General Accounting Office Weaknesses in School Districts' Implementation of the Emergency School Assistance Program, 1971. Washington Research Project, et. al., The Emergency School Assistance Program: An Evaluation 1970	Educational Testing Service, Study of the Identification of Exemplary Desegregated Schools and Evaluation of the Determinants of Success Fall 1975.
Community Groups Grants	Kirschner Associates, Inc., ESAP Community Groups: An Evaluation, October 1972.	Southern Education Foundation, ESAP Community Grants: A Preliminary Report, November 1971	
Title IV, Civil Rights Act of 1964		U.S. Commission on Civil Rights Title IV and School Desegregation: A Study of Neglected Federal Program, 1973 Race Relations Information Center Title IV of the 1964 Civil Rights Act: A Program in Search of a Policy, 1970	Rand Corporation, Evaluation of Title IV of the Civil Rights Act of 1964, November 1975.

FORMAL PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date - Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
Emergency School Aid Act (ESAA, P. L. 92-318)			
1. Basic LEA Program			Systems Development Corp. Evaluation of the Emergency School Aid Act (ESAA) Basic LEA Program: A Comparative Evaluation of Three Types of Educational Intervention.,
2. Pilot Program			Systems Development Corp. A Longitudinal Evaluation of The ESAA Pilot Program, February 1976. Interim reports for both Basic and Pilot evaluations due August 1975, March 1976, and Final Report due March 1977.
3. Nonprofit Groups Program			
4. Bilingual Program			
5. Metropolitan Area Program			
6. Special Reading Program			
7. Educational Television Program			
8. Special Projects (assistance to schools in jurisdications other than States and D.C.)			

FORMAL PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date - Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
School Assistance in Federal Affected Areas, P. L. 81-874 and 81-815		Battelle Memorial Institute School Assistance in Federally Affected Areas, A Study of Public Laws 81-874 and 81-815. December 1969.	National Planning Association, An Estimate of Economic Impact on LEAs of the Presence of Federal Property. (September 1975. NCES).
Packaging	Final Report on the Development of Project Information Packages for Effective Approaches in Compensatory Education, RMC Research Corp., Los Altos, Calif., October 1974. Selecting Exemplary Compensatory Education Projects for Dissemination via Project Information Packages. RMC Research Corp., Los Altos, Calif., June 1974. Design Consideration for Packaging Effective Approaches in Compensatory Education. Rmc research Corp., Los Altos, Calif., June 1974.		Development of Project Information Packages for Effective Educational Approaches, (2nd set of PIPs). CEMREL, June 1976. Field Test of Project Information Packages. Stanford Research Institute, December, 1976. Revision of Six Project Information Packages and the Analysis and Selection Kit. RMC, June 1976.

FORMAL PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date - Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
Follow Through	Report on the Follow Through Later Grade Study, Huron Insitute, April 30, 1973 Final Report on the Pupil Assignment and Promotion Study, Huron Institute, April 30, 1973. Problems in Longitudinal Analysis, Huron Institute, June 30, 1973. Final Report on Sample Selection, Huron Institute, June 30, 1973. Final Report on Follow Through City Data, Huron Institute, June 30 1973 Report on Teacher Effects, Sample and Design, Huron Institute, January 31, 1974. Follow Through Summer Study, Huron Institute, February 28, 1974 Progress Report on the Instrumentation Study, Huron Institute, June 1, 1974. Preliminary Report on Teachers Effects, Huron Institate, July 1, 1974.		Follow Through Sponsors Evaluation Reports, October 1975. Follow Through LEA Evaluation Reports October 1975 Education as Experimentation: Evaluation of the Follow Through Planned Variation Model, Kindergarten through Second Grade Longitudinal Effects. Abt Associates, February 1976. Cost Analysis of Follow Through Models. RMC, November 1976.

FORMAL PROGRAM EVALUATIONS COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date - Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
	Review of Follow Through Sponsor and Local Data, Final Report, Huron Institute, August 31, 1974. A Study of Teachers Impact on Student Learning, Huron Institute September 1974. Units of Analysis Issues in the Evaluation Of Project Follow Through, Huron Institute, Sept. 1974. Follow Through Classroom Observation 1972-1973, Stanford Research Institute, August 1974 Education as Experimentation: A Planned Variation Model, 2 Vols. Abt Associates, Inc., October 1974. Huron Institute, Follow Through City Study, June 30, 1973 Stanford Research Institute, Follow Through Program Classroom Observation Evaluation, August 1973		

FORMAL PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date - Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
'Follow Through	Stanford Research Institute, Interim Evaluation of the National Follow Through Program, 1969-71, February 1973. Abt Associates, Analysis of Follow Through Data, October 1973. Follow Through Sponsor Evaluation Reports, Sept. 1973 Follow Through LEA Evaluation Reports, Sept. 1973 Follow Through Sponsor Evaluation Reports, Sept. 1974 Follow Through LE. Evaluation Reports, Sept. 1974 Education as Experimentation: Evaluation of the Follow Through Planned Variation Model, Kindergarten and First Grade Longitudinal Effects, Abt Assoicates, April 1975		

FORMAL PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Evaluations Date - Month & Year	Other Completed Evaluations Investigator and Date	Evaluations in Process Completion Due Date
1. Student Assistance (All Programs)	June 1971 - Model to Analyze Alternative Student Aid Programs - Mathematica (Washington, D.C.) ED 058040 October 1974 - A Study of Characteristics of Colleges and Students-U.S. Bureau of Census (Washington, D.C.) August 1974 - A Design of an Alternative Needs Analysis System (Rosemergy) December 1974 - Three Phase Study of Costs and Funding--CEEB (Washington, D.C.) March 1975 - A Study to Identify the Trend in the Sources of Student Support for Post-Secondary Education-Joseph Froomkin (Washington, D.C.) May 1975 - A Study of the Impact of Student Financial Aid Programs-Design Phase-Higher Education Research Institute (Los Angeles, Calif.) August 1975 - (ASPE) Enrollment Effects of Tuition Differentials ICF-Inc. (Washington, D.C.)	April 1964 - The Impact of Office of Education Student Assistance Programs ACE (Washington, D.C.) August 1969 - Aspirations Enrollments, and Resources-OPBE/USOE (Wash., D.C.) ED 037183 December 1973 - Financing Post-Secondary Education in the United States The National Commission on the Financing of Post-Secondary Education (Washington, D.C.)	December 1977 - A Study of the Impact of Student Financial Aid Programs - Data Collection and Analysis Phase-Higher Education Research Institute-(Los Angeles, Calif.) December 1975 - The National Planning Model NCHEMS, The Impact of Alterne tive Levels of Student Aid Funds or Institutional Resources (Denver, Co

Program Title	Completed OPBE Evaluations Date - Month & Year	Other Completed Evaluations Investigator and Date	Evaluations in Process Completion Due Date
2. Basic Educational Opportunity Grants (See also Item 1)	August 1972 - Basic Opportunity Grants (an estimate-Joseph Froomkin (Wash., D.C.) September 1973 - Analysis of Assets under BEOG Needs Analysis--CEEB (Wash., DC) August 1975 (ASPE) - Enrollment Patterns Under Modifications to the Basic Grants Program-Inner City Fund (Washington, D. C.)	June 1975 - Income and Expenses of Students Enrolled in Post-Secondary Schools, October 1973 Bureau of Census (Washington, D.C.)	November 1975 (ASPE) - BEOG Underutilization Study College Entrance Examination Board (Washington, D.C.)
3. The College Work-Study Program (See also Item 1)	August 1963 - An Analysis of Recipients and Institutions Participating in College Work-Study Program--ETS (Princeton, N.J.) ED 080082 February 1973 - A Comprehensive Study of the College Work-Study Program-Bureau of Applied Research (Columbia Univ.)		
4. The Guaranteed Student Loan Program (See also Item 1)	November 1974 - A Loan Default and Interest Subsidy Budget Projection Model and Historical Analysis of OE Program Data Files--Systems Group, Inc. (Washington, D.C.) September 1974 - A Study of Special Allowance and Servicing Costs and Funding-Technology Management Corp. (Cambridge, Mass) February 1975 - (ASPE) A Study of Advantages and Disadvantages of Student Loans for Women-Joseph Froomkin, Inc. (Washington, D. C.)	June 1973 - U. S. General Accounting Office Report to Congress December 1970 - Management Study of GSLP (Program Staff) Lybrand Ross Bros. & Montgomery (Philadelphia, Pa.)	March 1976 - Analysis of Loan Estimation Model Data Base-Systems Group, Inc. (Wash., D.C.)

Program Title	Completed OPBE Evaluations Date - Month & Year	Other Completed Evaluations Investigator and Date	Evaluations in Process Completion Due Date
4. The Guaranteed Student Loan Program (See also Item 1)	September 1975 - A Survey of Lender in the GSLP Program--Resource Management Corp. (Bethesda, Md.)		
5. Educational Opportunity Grant Program (See also Item 1)	June 1971 - A Study of Institutions and Recipients Participating in the Educational Opportunity Grant Program Bureau of Applied Social Research (Columbia Univ.)		
6. Cooperative Education Program (See also Item 1)	August 1975 - Cooperative Education Planning Paper - CONSAD Research Corp. (Pittsburgh, Pa.)	July 1974 - Impact of Cooperative Education upon Personal Development and Growth of Values--Northeastern Univ. (Boston, Mass.) May 1974 - Documented Employer Benefits from Cooperative Education-A.D. Little, Inc. (Cambridge, Mass.)	January 1977 - Cooperative Education-A National Assessment-Applied Management Sciences (Washington, D.C.)
7. The National Defense Student Loan Program (See also Item 1)	Cancelled - A Comprehensive Study of the National Defense Student Loan Program Educational Testing Service (Princeton, N. J.)	1963 - A Study of the National Defense Student Loan Program-College Entrance Examination Board (New York, New York)	
8. State Student Incentive Grant Program		November 1974 - State Scholarship Programs (Annual) - National Association of State Scholarship Programs.	

Program Title	Completed OPBE Evaluations Date - Month & Year	Other Completed Evaluations Investigator and Date	Evaluations in Process Completion Due Date
9. The Upward Bound Program	June 1974 - A Study of the Upward Bound Program-KOBA Enterprises, Washington, D.C. September 1974 - The Effectiveness of Secondary and Higher Education Intervention Programs - Tinto & Sherman(Teachers College, Columbia University) September 1975 - A Comprehensive Study of Pre-College Counseling with Emphasis on Talent Search and Upward Bound Research Triangle Institute, N.C.	February 1970 - OEO-A Study of the Upward Bound Program-Greenleigh Associates, (New York) December 1973 - U. S. General Accounting Office Report to Congress	
10. Talent Search Program	September 1974 - The Effectiveness of Secondary and Higher Education Intervention Programs-Tinto & Sherman (Teachers College, Columbia Univ.) August 1975 - A Comprehensive Study of Pre-College Counseling with Emphasis on Talent Search and Upward Bound Research Triangle Institute, N.C.		
11. Special Services for Disadvantaged Students	November 1974 - A Study of the Special Services for Disadvantaged Students Program-ETS (Princeton, N. J.) September 1974 - The Effectiveness of Secondary and Higher Education Intervention Programs-Tinto & Sherman (Teachers College, Columbia University) ED 078802		

Program Title	Completed OPBE Evaluations Date - Month & Year	Other Completed Evaluations Investigator and Date	Evaluations in Process Completion Due Date
12. HEA - Title IX (Includes NDEA Fellowship Programs)	July 1970 - Study of NDEA Title IV Fellowship Programs - Bureau of Social Science Research (Washington, D.C.) ED 053705	August 1974 - Enrollment of Minority Graduate Students at PH.D. Granting Institutions - ACE (Washington, D.C.)	
13. Education Professions Development Act - Part E - Fellowships & Institutes Programs	February 1973 - Evaluation Study of Education Personnel Development Act Training Programs for Higher Education Personnel - ABT(Cambridge, Mass.)		
14. Grants and Loans for Construction of Academic Facilities Programs	June 1968 - An Evaluative Study of the College Facilities Program - Florida State University(Tallahasse) ED 020627 October 1974 - Planning Study for Higher Education Facilities Construction Joseph Froomkin, Inc. (Wash., D.C.) December 1974 - (ASPE) A Study of the Oversupply of College Spaces Joseph Froomkin, Inc., (Washington, D.C.)	September 1974 - College and Universities Facilities; Expectations of Space and Maintenance Needs for 1974 - American Council on Education (Washington, D.C.)	
15. State Administration of Planning Program		1974 - Statewide Planning in Higher Education - USOE/BPE K. Halsted	
16. Foreign Language & Area Centers, Research & Studies Programs Fulbright-Hays Act	Cancelled - Evaluation of Programs Supporting Research and Training Abroad - McBer & Company (Cambridge, Mass.)	May 1973 - Language and Area Studies Review - Richard D. Lambert, Social Science Research Council (Philadelphia, Pa.)	
17. Community Service & Continuing Education Program	June 1974 - The Evaluation of Projects Supported Under Title I of the Higher Education Act of 1965. Peat, Marwick, Mitchell, & Company (Washington, D.C.)		

Program Title	Completed OPBE Evaluations Date - Month & Year	Other Completed Evaluations Investigator and Date	Evaluations in Process Completion Due Date
18. Strengthening Developing Institutions Program	September 1973 - A Study of the Developing Institutions Program - CRDHE (Berkeley Calif.) ED 088316 September 1974 - Facilities at Predominantly Black Institutions of Higher Education 1970-71 Joseph Froomkin, Inc. (Washington, D.C.)	August 1967 - Lawrence C. Howard Institute of Human Relations, Univ. of Wisconsin. August 1972 - Analysis of Costs & Finances in Institutions of Higher Education, Columbia Research Associates, Cambridge, Mass. ED 070416, ED 055254 November 1970 - Use and Effectiveness of Title III in Selected Developing Institutions - (USOE/BR) Miller (University of Michigan)	April 1976 - A Study Design for Evaluation of the Strengthening Developing Institutions Program - [A.D. Little, Inc. (Cambridge, Mass.)] Harvard University Cambridge, Mass.
19. Accreditation and Institutional Eligibility Staff	November 1974 - Private Accreditation and Public Eligibility - Brookings Institute & National Academy for Public Administration (Washington, D.C.) January 1975 - (ASPE) Changing Credential Objectives of Students in Post-Secondary Education & Joseph Froomkin Inc. (Washington, D.C.)		December 1976 - A Study for, Federal Eligibility and Consumer Protection Strategies - Associates for Institutional Research (Palo Alto, Calif.)

Program Title	Completed OPBE Eval. Date-Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
Programs for Students with Special Needs			
Research and Training			
Exemplary Programs			Assessment of Exemplary Vo tional Programs (OPBE: 9/7 Development Associates Washington, D.C.
Consumer and Homemaking			
Cooperative Education and Work Study		Evaluation of School-Supervised Work Education Programs (OPBE: Part I: 10/73) Systems Development Corp. Santa Monica, Calif.	Evaluation of School Supervised Work Education Programs (OPBE: 12/75) Olympus Research Corp. San Francisco, Calif.
Curriculum Development			
Career Education			Survey and Assessment of Career Education in the Public Schools (OPBE: 3/76 American Institutes for Research; Palo Alto, Calif
Adult Education			
Basic Grants to States	Longitudinal Evaluation of the ABE Program (OPBE: 10/73) Systems Develop. Corp., Falls Church, Va.		
Special Projects			Research and Evaluation on Adult Education (OPBE: 11/ Kirschner Associates Washington, D.C.

Program Title	Completed OPBE Eval. Date-Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
Bilingual Vocational Training			An Assessment of Bilingual Vocational Training (OPBE: 4/76 Kirschner Associates Albuquerque, New Mexico

Program Title	Completed OPBE Eval. Date-Month & Year	Other Completed Eval. Investigator and Date	Evaluations in Process Completion Due Date
Manpower Development & Training Act of 1962	Assessment of MDTA Skills Centers 6/71 Olympus Research Corp. San Francisco, Calif.	MDTA Outcome Study (DOL) 4/72 Decision Making Info. Santa Ana, Calif.	
	MDTA Basic Education Study 4/73 North American Rockwell Corp., Wash., D.C.	MDTA Systems Study (DOL) 4/71 North American Rockwell Corp., Wash., D.C.	
	Effectiveness of MDTA for Women (OPBE: 3/74) Mark Battle Corp. Washington, D.C.	Evaluation of MDTA Individual Referred Program (DOL) 9/72 Olympus Research Corp. San Francisco, Calif.	
P.L. 93-380, Sec. 512			Development of a System to Report State and Local Uses of Federal Education Funds: Booz, Allen & Hamilton, July, 1977

FORMAT PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date-Month & Year	Other Completed Eval. Investigator and Date	Evaluations in Process Completion Due Date
Education of the Handicapped State Grant Programs	Evaluation of an Aid-to-States Program for Education of Handicapped Children: Exotech Systems, Inc. March 1974	Evaluation of State Administered Programs for the Handicapped: Organization for Social and Technical Innovation, Inc. 1970	Evaluation of Educationa Programs in State-Operated and State-Supported Schools for Handicapped Children (P.L. 89-313); July, 1976
Special Education Manpower Development	Evaluation of Federal Programs to Increase the Pool of Special Education Teachers; RMC, Inc. Jan., 1973 Study of the Need for Educational Manpower for Handicapped Children: Operations Research, Inc., 1970		
Media Services and Captioned Films			
Recruitment and Information			
Regional Resource Centers			An Assessment of the Centers Programs Suppo Under the Education of the Handicapped Act: Al Associates, Inc., Oct. 1976

PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Evaluations	Other Evaluations	Evaluations in Process
Programs for Deaf-Blind Children			
Early Childhood Education		Evaluation of Early Childhood Education Projects, 1969-1972: Teaching Research, Oregon, 1972	Evaluation of the Handicapped Children's Early Education Program: Battelle, March 1976
Specific Learning Disabilities			
Innovation and Development		Evaluation Methods and Results in Research and Development Efforts for Handicapped Children: URS Research Company. Oct., 1972	
Planning Study			Assessment of Selected Resources for Severely Handicapped Children and Youth: Abt Associates, I Feb. 1976

Program Title	Completed OPBE Eval. Date-Month & Year	Other Completed Eval. Investigator and Date	Evaluations in Process Completion Due Date
Drug Abuse Education (DAE Act)		NDEP Successful Practices Study. BRX, Inc/Shelley & Co., Inc. June 30, 1974	

FORMAT PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date-Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
Teacher Corps - EPDA, Pt. B-1, 90-35	Full Scale Implementation of a Process Evaluation System for Programs of the WCIES. December, 1972. Resource Management Corporation Study of Strategies in Selected Projects Supported by NCILS December, 1972, Abt & Assoc.	Longitudinal Evaluation of 6th Cycle Teacher Corps. August 31, 1974. Pacific Training and Technical Assistance Corporation, 12/74	
EPDA - Pts. D&E, P.L. 90-35	Full Scale Implementation of a Process Evaluation System for Programs of the NCIES. December, 1972. Resource Management Corporation Study of Strategies in Selected Projects Supported by NCIES. December, 1972, Abt & Assoc.		
EPDA - Pt. D, P.L. 90-35 Career Opportunities Program (COP)	Career Opportunities Program (COP) Impact Evaluation. December, 1972, Abt & Assoc.		
EPDA - Pt. D, P.L. 90-35 Training of Teacher Training (TTT)		Evidence of Outcomes of the TTT Program. September, 1972. Evaluative Research Center, Univ. of Virginia	

Program Title	Completed OPPE Eval. Date-Month & Year	Other Completed Eval. Investigator and Date	Evaluations in Process Completion Due Date
Higher Education Act-Title IIA Academic Library Resources	None		
Higher Education Act-Title IIB		1) Overview of the Library Fellowship Program - Bureau of Social Science Inc. Washington, D.C. 2) Data Collection & Description of HEA IIB Institutes USOE	
Career Training - Libraries			
Higher Education Act-Title IIB	None		
Library Demonstrations			
Undergraduate Instructional Equipment - HEA VIA	None		
NDEA - Title III Equipment & Minor Remodeling		1) NDEA Title III, Fiscal Year 1959-67, A Management View USOE, May 1969 2) Strengthening Instruction in Science Mathematics, Foreign Languages, and the Humanities and Arts (A Chapter appearing in) The Federal-State Partnership for Education - GPO, May 1970 3) Strengthening Instruction in Academic Subjects USOE	

FORMAT PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date-Month & Year	Other Completed Eval. Investigator and Date	Evaluations in Process Completion Due Date
Elementary & Secondary Education Act - Title II School Library Resources		The ESEA Title II Evaluative Survey - DHEW-OE, Nov. 1970	
Library Services & Construction Act - Title I Library Services	1) A Study of Public Library Service to the Disadvantaged in Selected Cities, September, 1970, Behavior Science Corp. Washington, D.C. 2) A Study of Exemplary Public Library Reading of Reading Related Programs for Children, Youth, and Adults, July, 1972, Barss Reitzel & Associates, Inc., Cambridge, Mass. 3) The Public Library and Federal Policy, July 1973 System Development, Corp. Santa Monica, California 4) Evaluation of LSCA Services to Special Target Groups August, 1973 System Development Corp., Santa Monica, California	An Overview of the Library Services & Construction Act Title I, Jules Mensel, 1969 System Development Corp. Santa Monica, Calif.	
Library Services & Construction Act, Title II Inter-library Cooperation			
Library Services & Construction Act - Title I-Library Construction	1) Evaluation of LSCA Services to Special Target Groups August, 1973 System Development Corp. Santa Monica, California		

FORMAT PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date-Month & Year	Other Completed Eval. Investigator and Date	Evaluations in Process Completion Due Date
Right to Read Cooperative Research Act; PL 83-531; 68 Stat. 533, as amended by the Elementary and Secondary Act of 1965; P.L. 89-10; Title IV; 79 Stat. 44; 20 U.S.C. 331	1. Contemporary Research Incorporated (Contract No. OEC-0-72-5154/SB 9203 (a) - 72-C-368) "Evaluation of Right to Read School Based Sites" - Final Report October 31, 1973 2. Pacific Training and Technical Assistance Corporation (Contract No. OEC-0-73-5174/SB-3-2-0-8A-73-C-380) "Design of Evaluation Plan for the Right to Read Community Based Projects - Final Rept. due September 30, 1973* 3. Pacific Training and Technical Assistance Corp. "Evaluation of the Community Based Right to Read Program," 9/74		Assessment of the St Agency Component of Right to Read, June 30, 1976. Appli Management Sciences (Contract #300-75-026
Environmental Education Act, P.L. 91-516	4. Northwest Regional Educational Laboratory (Contract #300-75-0098) "Tests of Functional Adult Literacy: An Evaluation of Currently Available Instruments," June 30, 1975		

* See also Change Agent Study under Title III, ESEA

FORMAT PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date-Month & Year	Other Completed Eval. Investigator and Date	Evaluations in Proces Completion Due Date
Educational Broadcasting Facilities Act	The Future of Educational Telecommunication: A Planning Study (Battelle) Oct. 1973	Surveys of Existing Facilities - NCES	
Education Television Broadcasting	The Federal Role in Children's Television - Indiana University July 1975	1) The First Year of Sesame Street. An Evaluation - ETS October 1970 2) The Second Year of Sesame Street. A Continuing Evaluation - ETS, October 1971 3) Who Watched the Electric Company. The Electric Co. in - School Utilization Study: The 1971-72 School & Teacher Survey - Florida State University - 1972 4) The Children's Television Workshop: How & Why it Works-Nassau Board of Cooperative Educational Services 1972	
Special Technology			

FORMAT PROGRAM EVALUATIONS
COMPLETED AND IN PROCESS

Program Title	Completed OPBE Eval. Date-Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Proces Completion Due Date
Vocational Education	Vocational Impact Study	Cost Effectiveness of Selected Cooperative Vocational Educational Programs Without a Cooperative Component (DOAE) 6/73 Battelle Corp. Columbus, Ohio	
Basic Grants to States	Study of State Grant Mechanism. 9/72 National Planning Assoc. Washington, D.C.		
	Study of Adut Vocational Programs in 3 Cities 10/71 Analytic Systems Washington, D.C.		A Comparative Analysi of Postsecondary Occu tional and Educationa Outcomes for High Sch Senior Class of 1972 (OPBE 6/76) Educational Testing S
	Study of Community Colleges and Vocational Technical Centers 6/71 BSSR - Washington, D.C.		
	Study of Vocational and Proprietary Schools 5/72 AIR; Palo Alto, Calif.		Change Agent Study (OPBE, see also under Title III, ESEA)
	Assessment of Vocational Education for the Handicapped (OPBE: 10/74) Olympus Research Corp. San Francisco, Calif.		Assessment of Vocatio Education Programs fo Disadvantaged Student (OPBE: 10/76) Olympus Research Corp San Francisco, Calif.
	Project METRO: Evaluation of Data on Vocational Education Programs in Major Metropolitan Areas (OPBE 2/75) Educational Systems Research Institute Inc. Pittsburg, Pa.		

Program Title	Completed OPBE Eval. Date-Month & Year	Other Completed Eval. Investigator and Date	Evaluation in Process Completion Due Date
	Vocational Re-evaluation of the National Longitudinal Study of the High School Class of 1972. (OPBE 1/75) Educational Testing Service		

APPENDIX B

PLANNING AND EVALUATION CONTRACTS FOR FY 1975

ABBREVIATIONS USED

Monitoring Organization

ASE - Office of the Assistant Secretary for Education, HEW
NCES - National Center for Educational Statistics, OE
OPBE or OPPE - Office of Planning, Budgeting, and Evaluation, OE
BPE - Bureau of Postsecondary Education, OE
BSS - Bureau of School Systems, OE

Types of Awards

"Contract Number" column beginning with:

OEC - Contract issued by Office of Education
HEW-OS - Contract issued by Office of the Secretary, HEW
IAD - Interagency funds transfer

Types of Contractors

A - Public College or University
B - Private College or University
F - Federal Government Agency
I - Individual
L - Local Education Agency
N - Non-Profit Organization
P - Profit Making Organization
S - State Education Agency
U - College or University

LISTING OF EDUCATION PLANNING AND EVALUATION ACTIVITIES: FY 1975

Required by Section 417 (b) of the General Education Provisions Act, P. L. 93-380 as amended

Listing of Contracts (including brief description, name of contractor, and funding history) Page

10000 Series: Elementary & Secondary Education 1
20000 Series: Vocational and Adult Education 5
30000 Series: Higher Education 7
40000 Series: Education Professions Development 10
50000 Series: Education for the Handicapped 11
60000 Series: Libraries and Educational Technology 12
80000 Series: General 13
90000 Series: Miscellaneous 14

Abbreviations Used 17

This listing includes all contracts containing FY 1975 funds plus all contracts any part of the performance of which occurred during FY 1975.

ED numbers indicate reports in ERIC system. ED and no number indicates reports sent to ERIC but not accessible as of the date of this run.

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                         SUMMARY OF PLANNING AND EVALUATION CONTRACTS AS OF DECEMBER 22, 1975

SER.  PROJ.
NO.   CODE       CONTRACT NUMBER              DESCRIPTION OF CONTRACT            CONTRACTOR NAME,            PROJECT MONITOR   OBLIG.
                                                                                 LOCATION, AND TYPE,         & ORGANIZATION    DOLLARS
                                                                                 START AND END DATES

 1. ELEMENTARY & SECONDARY EDUCATION

19191          OEC-0-8-522480-4633(100)  FOLLOW THROUGH NATIONAL EVALUATION:  STANFORD RESEARCH INSTITUTE         TUCKER        18019011
   COMPLETED--REPORT AVAILABLE           DATA COLLECTION AND DATA PROCESSING  MENLO PARK, CALIF.            (N)  OPBE
                                         (SEE 14901 FOR CONTINUATION)          6/27/68 TO 10/31/74
   FUNDING HISTORY, 67-69: 3050560       (FOLLOW THROUGH FUNDS)
                       70: 3918245
                       71: 6700000
                       72: 1886016
                       73: 2904190

10001          OEC-0-70-4789             COOPERATIVE LONGITUDINAL STUDY OF    AMERICAN INSTITUTES FOR RESEARCH  MAYESKE        1776387
                                         DEMONSTRATION EDUCATION PROGRAMS     PALO ALTO, CAL.               (N)  OPPE
   FUNDING HISTORY,FY 70:  349354                                              6/30/70 TO  6/30/76
                      71:  357256
                      72:  448347
                      73:  249846
                      74:   57987
                      75:  233597

11204          OEC-0-71-2934             PREPARATION OF ANALYTIC SUMMARIES OF ALBERT E.BEATON ASSOCIATES      MAYESKE          78000
   COMPLETED                             REGRESSION AND COMMONALITY ANALYSES  PRINCETON N.J.                (P)  OPPE
                                         TO BE USED IN "A STUDY OF OUR         5/ 1/71 TO  9/30/74
   FUNDING HISTORY,FY 71:   24000        NATION'S TEACHERS"
                      73:    4000

11205          OEC-0-71-3715             LARGE SCALE EVALUATION OF COMPENSA-  EDUCATIONAL TESTING SERVICE       MAYESKE        3155505
                                         TORY READING AND READING-RELATED     PRINCETON N.J.                (N)  OPPE
   FUNDING HISTORY,FY 71:  214640        EFFORTS IN THE ELEMENTARY GRADES      6/30/71 TO 12/31/75
                      72:  948910
                      73: 1843441
                      75:  148514

11305          OEC-0-71-1154             TECHNICAL EDITING AND PREPARATION    EDWARDS, JOHN M. B.               MAYESKE          17360
   COMPLETED                             OF REVISED CAMERA COPY OF MANUSCRIPT PALO ALTO, CALIF.             (I)  OPPE
                                                                               1/30/71 TO 11/30/74
   FUNDING HISTORY,FY 71:    5000
                      72:    2800
                      73:    9560

12901          OEC-0-72-5221             FOLLOW THROUGH NATIONAL EVALUATION:  ABT ASSOCIATES                    TUCKER         1703232
   COMPLETED--REPORT AVAILABLE           DATA ANALYSIS (FOLLOW THROUGH FUNDS) CAMBRIDGE MASS.               (P)  OPBE
                                                                               6/30/72 TO  1/15/75
   FUNDING HISTORY,FY 72:  877769
                      73:  778587
                      74:   46876
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SUMMARY OF PLANNING AND EVALUATION CONTRACTS AS OF DECEMBER 22, 1975

SER. NO.	PROJ. CODE	CONTRACT NUMBER	DESCRIPTION OF CONTRACT	CONTRACTOR NAME, LOCATION, AND TYPE, START AND END DATES		PROJECT MONITOR & ORGANIZATION	OBLIG. DOLLARS
13006		OEC-0-73-6662 COMPLETED--REPORT AVAILABLE ED099456,7,101019,104918 FUNDING HIS[illegible]ORY, FY 73: 250000 74: 132849 75: 7829	THE DEVELOPMENT OF PROJECT INFORMATION PACKAGES FOR EFFECTIVE APPROACHES IN COMPENSATORY EDUCATION (INCLUDES $100,000 FY 73 S&E FUNDS)	RESOURCE MANAGEMENT CORP, BETHESDA, MD. 6/20/73 TO 10/31/74	(P)	GLASSMAN OPBE	390678
13007		HEW-OS-73-216 FUNDING HISTORY, FY 73: 1183962 74: 45000 75: 92134	A STUDY OF CHANGE-AGENT PROGRAMS (INCLUDES $486,250 FY 73 S&E FUNDS)	THE RAND CORPORATION SANTA MONICA CAL. 6/30/73 TO 9/15/76	(N)	BEZDEK OPBE	1321096
13801		OEC-0-73-6341 FUNDING HI[illegible]ORY, FY 73: 997934	STUDY OF THE IDENTIFICATION OF EXEMPLARY DESEGREGATED SCHOOLS AND EVALUATION OF THE DETERMINANTS OF SUCCESS	EDUCATIONAL TESTING SERVICE PRINCETON N.J. 5/22/73 TO 11/17/75	(N)	YORK OPBE	997934
13802		OEC-0-73-0831 FUNDING HISTORY, FY 73: 981691 74: 1067568 75: 736099	LONGITUDINAL EVALUATION OF THE EMERGENCY SCHOOL ASSISTANCE ACT PILOT PROGRAM	SYSTEM DEVELOPMENT CORP. SANTA MONICA, CAL. 2/14/73 TO 1/31/76	(P)	WARGO OPBE	2785358
13805	ED101017	OEC-0-73-6336 FUNDING HISTORY, FY 73: 1370909 74: 1421432 75: 1520815	EVALUATION OF THE EMERGENCY SCHOOL AID ACT BASIC LEA PROGRAM: (INCLUDES $22,600 FY 73 S&E FUNDS)	SYSTEM DEVELOPMENT CORP. SANTA MONICA, CAL. 6/ 1/73 TO 1/31/76	(P)	WARGO OPBE	4312160
14002		OEC-0-74-9182 FUNDING HISTORY, FY 74: 160000 75: 86284	STATE ESEA TITLE I REPORTS: REVIEW AND ANALYSIS OF PAST REPORTS AND DEVELOPMENT OF A MODEL REPORTING SYSTEM AND FORMAT	RMC RESEARCH CORPORATION BETHESDA, MD. 6/30/74 TO 10/31/75	(P)	ANDERSON OPBE	246284
14003		OEC-0-74-9262 FUNDING HISTORY, FY 74: 238095 75: 59958	EVALUATION OF TITLE IV OF THE CIVIL RIGHTS ACT OF 1964	THE RAND CORPORATION SANTA MONICA CAL. 6/27/74 TO 11/15/75	(N)	YORK OPBE	328053
14004		OEC-0-74-9256 FUNDING HISTORY, FY 74: 829228 75: 851263	EVALUATION OF THE FIELD TEST OF PROJECT INFORMATION PACKAGES (PIPS FUNDS IN FY '75)	STANFORD RESEARCH INSTITUTE MENLO PARK, CALIF. 6/30/74 TO 12/31/76	(N)	BEZDEK OPBE	1680491

SUMMARY OF PLANNING AND EVALUATION CONTRACTS AS OF DECEMBER 22, 1975

SER. NO.	PROJ. CODE	CONTRACT NUMBER	DESCRIPTION OF CONTRACT	CONTRACTOR NAME, LOCATION, AND TYPE, START AND END DATES	PROJECT MONITOR & ORGANIZATION	OBLIG. DOLLARS
14005		OEC-0-74-9331 FUNDING HISTORY,FY 74: 685000 75: 500000	EVALUATION OF THE BILINGUAL EDUCATION PROGRAM (INCLUDES $500,000 FY 74 SEC 232 FUNDS) AND $500,000 FY '75 SEC 232 FUNDS)	AMERICAN INSTITUTES FOR RESEARCH PALO ALTO, CAL. (A) 6/30/74 TO 11/30/76	GLASSMAN OPBE	1185000
14006		HEW-OS-74-280 COMPLETED--REPORT AVAILABLE ED- FUNDING HISTORY,FY 74: 35193	FURTHER STUDY OF PERFORMANCE CONTRACTING IN EDUCATION	EDUCATIONAL TESTING SERVICE PRINCETON N.J. (N) 6/29/74 TO 3/28/75	JACKSON OPBE	35193
14901		OEC-0-74-0582 FUNDING HISTORY,FY 74: 2770900 75: 1301386	FOLLOW THROUGH NATIONAL EVALUATION: DATA COLLECTION AND DATA PROCESSING (CONTINUATION OF 19191) (FOLLOW THROUGH FUNDS)	STANFORD RESEARCH INSTITUTE MENLO PARK, CALIF. (A) 10/12/73 TO 3/31/76	[illegible]MOTO [illegible]	4072286
14902		OEC-0-74-0394 FUNDING HISTORY,FY 74: 248114 75: 50000	TECHNICAL ASSISTANCE / SPECIAL STUDIES OF THE FOLLOW THROUGH PROGRAM (CONTINUATION OF 12902) (FOLLOW THROUGH FUNDS)	HURON INSTITUTE BOSTON, MASS. (N) 5/20/73 TO 12/21/76	KENNEDY OPBE	298114
15001		300-75-0332 FUNDING HISTORY,FY 75: 4025600	EVALUATION OF THE SUSTAINING EFFECTS OF COMPENSATORY EDUCATION (TITLE I FUNDS)	SYSTEM DEVELOPMENT CORP. SANTA MONICA, CAL. (P) 7/ 1/75 TO 8/30/77	MAYESKE OPBE	4025600
15002		300-75-0212 FUNDING HISTORY,FY 75: 665730	FURTHER DOCUMENTATION OF THE STATE TITLE I REPORTING MODELS	RMC RESEARCH CORPORATION LOS ALTOS, CAL. (P) 6/16/75 TO 12/15/76	ANDERSON OPBE	665730
15003		300-75-0211 FUNDING HISTORY,FY 75: 70414	STUDY OF LATE FUNDING OF ELEMENTARY AND SECONDARY PROGRAMS	PEAT, MARWICK, MITCHELL & CO. WASHINGTON, D.C. (P) 4/23/75 TO 11/30/75	SPITZER OPBE	70414
15004		300-75-0353 FUNDING HISTORY,FY 75: 349999	A STUDY OF STATE PROGRAMS IN BILINGUAL EDUCATION (INCLUDES $332,059 OF FY75 SEE FUNDS)	DEVELOPMENT ASSOCIATES, INC. WASHINGTON, D.C. (P) 7/ 1/75 TO 11/30/77	GLASSMAN OPBE	349999
15005		300-75-0260 FUNDING HISTORY,FY 75: 418358	EVALUATION OF THE ESEA TITLE III DIFFUSION-ADOPTION NETWORK	STANFORD RESEARCH INSTITUTE MENLO PARK, CALIF. (N) 7/ 1/75 TO 10/31/76	BEZDEK OPBE	418358

SUMMARY OF PLANNING AND EVALUATION CONTRACTS AS OF DECEMBER 22, 1975

SER. NO.	PROJ. CODE	CONTRACT NUMBER	DESCRIPTION OF CONTRACT	CONTRACTOR NAME, LOCATION, AND TYPE, START AND END DATES		PROJECT MONITOR & ORGANIZATION	OBLIG. DOLLARS
15006		300-75-0127	DEVELOPING A GUIDE TO BUILDING, EVALUATING, AND USING CRITERION-REFERENCED TESTS	AMERICAN INSTITUTES FOR RESEARCH WASHINGTON, D.C. 3/ 1/75 TO 10/31/75	(A)	ANDERSON OPBE	14599
FUNDING HISTORY,FY 75: 14599							
15007		300-75-0358	DEVELOPMENT OF SIX COMPENSATORY EDUCATION PIPS AND SIX BILINGUAL PIPS (PIPS FUNDS)	CEMREL, INC. ST. LOUIS, MO. 1/ 1/75 TO 6/30/76	(A)	GLASSMAN OPBE	351708
FUNDING HISTORY,FY 75: 351708							
15801		300-75-0106	FURTHER ANALYSIS OF ESAP-II EVALUATION DATA	THE RAND CORPORATION SANTA MONICA CAL. 10/19/74 TO 10/17/75	(N)	YORK OPBE	58860
FUNDING HISTORY,FY 75: 58860							
15901		300-75-0134	FOLLOW THROUGH EVALUATION--DATA ANALYSIS (FOLLOW THROUGH FUNDS)	ABT ASSOCIATES CAMBRIDGE MASS. 2/ 7/75 TO 12/31/76	(P)	KENNEDY OPBE	668895
FUNDING HISTORY,FY 75: 668895							
15902		300-75-0233	COST ANALYSIS STUDY OF FOLLOW THROUGH PROJECTS (FOLLOW THROUGH FUNDS)	RMC RESEARCH CORPORATION BETHESDA, MD. 5/19/75 TO 12/31/75	(P)	IWAMOTO OPBE	346114
FUNDING HISTORY,FY 75: 346114							

.....................SUBTOTAL ELEMENTARY & SECONDARY EDUCATION 49333419

FUNDING HISTORY, FY	
67-69:	3050560
70:	4327599
71:	6840896
72:	4163842
73:	10574120
74:	7778242
75:	12558160

SUMMARY OF PLANNING AND EVALUATION CONTRACTS AS OF DECEMBER 22, 1975

SER. NO.	PROJ. CODE	CONTRACT NUMBER	DESCRIPTION OF CONTRACT	CONTRACTOR NAME, LOCATION, AND TYPE, START AND END DATES		PROJECT MONITOR & ORGANIZATION	OBLIG. DOLLARS
2. VOCATIONAL AND ADULT EDUCATION							
29103		OEC-0-8-080693-3671(010) COMPLETED--REPORT AVAILABLE ED088991 FUNDING HISTORY, 67-69: 204888 70: 332018	PROJECT METRO-EVALUATION DATA ON VO-CATIONAL EDUCATION PROJECTS IN MAJOR METROPOLITAN AREAS	EDUC. SYSTEMS RESEARCH INSTITUTE PITTSBURGH, PA. 6/ 1/68 TO 8/31/74	(N)	FLEMING OPPE	688745
23003		OEC-0-73-6806 COMPLETED--REPORT AVAILABLE ED-- FUNDING HISTORY,FY 73: 139371	ANALYSIS OF BASE YEAR DATA OF THE NATIONAL LONGITUDINAL STUDY OF HIGH SCHOOL SENIORS	EDUCATIONAL TESTING SERVICE PRINCETON N.J. 6/30/73 TO 12/31/74	(N)	FLEMING OPBE	139371
23004		OEC-0-73-6663 COMPLETED--REPORT AVAILABLE ED-- FUNDING HISTORY,FY 73: 249965 74: 9912 75: 83471	EVALUATION OF VOCATIONAL EXEMPLARY PROGRAMS (INCLUDING CAREER EDUCATION EVALUATION MODELS)	DEVELOPMENT ASSOCIATES, INC. WASHINGTON, D.C. 6/19/73 TO 9/30/75	(P)	SCATES OPBE	343348
23401		OEC-0-73-6666 FUNDING HISTORY,FY 73: 560000 74: 300000	FIRST FULL-SCALE FOLLOW-UP SURVEY FOR NATL LONGITUDINAL STUDY OF HS CLASS OF 1972 (VOC ED PORTION FUNDED BY OPBE)	RESEARCH TRIANGLE INSTITUTE DURHAM, N. C. 6/30/73 TO 6/30/76	(N)	TABLER NCES	860000
24001		OEC-0-74-8718 FUNDING HISTORY,FY 74: 390711 75: 25139	ASSESSMENT OF SCHOOL-SUPERVISED WORK EDUCATION PROGRAMS	OLYMPUS RESEARCH CORP. SALT LAKE CITY, UTAH 6/27/74 TO 12/30/75	(N)	SHULER OPPE	415850
24002		OEC-0-74-9346 FUNDING HISTORY,FY 74: 177300	RESEARCH AND EVALUATION ON ADULT EDUCATION AND THE SPECIAL PROJECTS PROGRAM	KIRSCHNER ASSOCIATES WASHINGTON, D.C. 6/28/74 TO 11/30/75	(P)	SCATES OPPE	177300
25001		300-75-0333 FUNDING HISTORY,FY 75: 122760	BILINGUAL VOCATIONAL TRAINING	KIRSCHNER ASSOCIATES ALBUQUERQUE, N.M. 6/30/75 TO 4/27/76	(P)	SHULER OPBE	122760
25002		300-75-0245 FUNDING HISTORY,FY 75: 308640	SURVEY OF CAREER EDUCATION IN THE PUBLIC SCHOOLS (CAREER ED FUNDS)	AMERICAN INSTITUTES FOR RESEARCH PALO ALTO, CAL. 6/ 1/75 TO 3/31/76	(N)	SCATES OPBE	308640
25003		300-75-0312 FUNDING HISTORY,FY 75: 191355	ANALYSIS OF POSTSECONDARY OCCUPATIONAL AND EDUCATIONAL OUTCOMES FOR HS CLASS OF 1972	EDUCATIONAL TESTING SERVICE PRINCETON N.J. 6/27/75 TO 6/15/76	(N)	FLEMING OPBE	191355

SUMMARY OF PLANNING AND EVALUATION CONTRACTS AS OF DECEMBER 22, 1975

SER. NO.	PROJ. CODE	CONTRACT NUMBER	DESCRIPTION OF CONTRACT	CONTRACTOR NAME, LOCATION, AND TYPE, START AND END DATES		PROJECT MONITOR & ORGANIZATION	OBLIG. DOLLARS
25004		300-75-C342	VOCATIONAL EDUCATION PROGRAMS FOR DISADVANTAGED STUDENTS	OLYMPUS RESEARCH CORP. SALT LAKE CITY, UTAH 6/30/75 TO 10/31/76	(A)	SHULER OPBE	329481
FUNDING HISTORY, FY 75: 329481							
25005 COMPLETED		300-75-C011	ANALYSIS IN CONNECTION WITH FOLLOW-UP SURVEY FOR NATIONAL LONGITUDINAL STUDY OF HS CLASS OF 1972	RESEARCH TRIANGLE INSTITUTE DURHAM, N. C. 7/10/74 TO 7/30/74	(N)	FLEMING OPBE	3215
FUNDING HISTORY, FY 75: 3215							

....................SUBTOTAL VOCATIONAL AND ADULT EDUCATION 2550069

FUNDING HISTORY, FY	
67-69:	204888
70:	332018
71:	0
72:	0
73:	949336
74:	877923
75:	1074061

SUMMARY OF PLANNING AND EVALUATION CONTRACTS AS OF DECEMBER 22, 1975

SER. NO.	PROJ. CODE	CONTRACT NUMBER	DESCRIPTION OF CONTRACT	CONTRACTOR NAME, LOCATION, AND TYPE, START AND END DATES	PROJECT MONITOR & ORGANIZATION	OBLIG. DOLLARS
3. HIGHER EDUCATION						
35105		OEC-0-8-080856-4651(010) COMPLETED--REPORT AVAILABLE FUNDING HISTORY, 67-69: 378694 70: 9415	FOLLOW-UP OF U.S. CROSS SECTION OF HIGH SCHOOL SENIORS	COLUMBIA UNIVERSITY(BASR) NEW YORK N.Y. (E) 6/28/68 TO 12/31/74	BEEBE OPPE	388109
32001		OEC-0-70-5019 COMPLETED FUNDING HISTORY,FY 70: 107660	A COMPREHENSIVE STUDY OF THE NATIONAL DEFENSE STUDENT LOAN PROGRAM. (CANCELLED)	EDUCATIONAL TESTING SERVICE PRINCETON N.J. (N) 6/30/70 TO 8/31/74	MORRISSEY OPPE	107660
32001		OEC-0-72-0116 COMPLETED--REPORT AVAILABLE ED-- FUNDING HISTORY,FY 72: 374358	A STUDY OF THE SPECIAL SERVICES FOR DISADVANTAGED STUDENTS PROGRAM	EDUCATIONAL TESTING SERVICE PRINCETON N.J. (N) 6/12/71 TO 8/30/74	BERLS OPPE	374358
32002		OEC-0-72-3575 COMPLETED--REPORT AVAILABLE FUNDING HISTORY,FY 72: 24610 73: 46614	NATIONAL PLANNING MODEL PROJECT PHASE II	WESTERN INTERSTATE COMM ON H.E. BOULDER COLO. (N) 2/ 1/72 TO 11/30/74	OKADA OPPE	71224
32005		OEC-0-72-5023 COMPLETED--REPORT AVAILABLE FUNDING HISTORY,FY 72: 132017 73: 60916	PLANNING STUDY FOR HIGHER EDUCATION FACILITIES CONSTRUCTION	FROOMKIN, JOSEPH, INC. WASHINGTON, D.C. (P) 6/30/72 TO 10/ 1/74	PERSHNER OPPE	192933
33004		OEC-0-73-1362 COMPLETED--REPORT AVAILABLE ED103727 FUNDING HISTORY,FY 73: 143475 74: 29256	DEVELOPMENT OF GUARANTEED STUDENT LOAN ESTIMATION MODEL	SYSTEMS GROUP INC. WASHINGTON, D.C. (P) 2/ 1/73 TO 10/20/74	MORRISSEY OPBE	182731
33007		OEC-0-73-7021 COMPLETED--REPORT AVAILABLE ED-- FUNDING HISTORY,FY 73: 265559 74: 18474	SURVEY OF BORROWERS AND LENDERS IN THE FEDERAL INSURED STUDENT LOAN PROGRAM	RESOURCE MANAGEMENT CORP. BETHESDA, MD. (P) 6/30/73 TO 5/31/75	MORRISSEY OPBE	284033
33009		OEC-0-73-7052 FUNDING HISTORY,FY 73: 715851 74: 46709 75: 43503	AN EVALUATION OF THE TALENT SEARCH AND UPWARD BOUND PROGRAMS	RESEARCH TRIANGLE INSTITUTE DURHAM, N. C. (N) 6/30/73 TO 3/ 1/76	BERLS OPBE	806103
33401		OEG-0-73-7051 COMPLETED—REPORT AVAILABLE FUNDING HISTORY,FY 73: 95250 74: 58000	EVALUATION OF UNIVERSITY COMMUNITY SERVICES PROGRAMS	NATL UNIVERSITY EXTENSION ASSN WASHINGTON, D.C. (N) 6/30/73 TO 3/31/75	WELDEN BPE	153250

SUMMARY OF PLANNING AND EVALUATION CONTRACTS AS OF DECEMBER 22, 1975

SER. NO.	PROJ. CODE	CONTRACT NUMBER	DESCRIPTION OF CONTRACT	CONTRACTOR NAME, LOCATION, AND TYPE, START AND END DATES	PROJECT MONITOR & ORGANIZATION	OBLIG. DOLLARS
33402		OEC-0-73-7044 COMPLETED--REPORT AVAILABLE FUNDING HISTORY,FY 73: 133047	EVALUATION OF PROJECTS SUPPORTED UNDER TITLE I, HEA	PEAT, MARWICK, MITCHELL & CO. WASHINGTON, D.C. (P) 6/30/73 TO 7/31/74	WELDEN BPE	133047
34003		OEC-0-74-0442 COMPLETED--REPORT AVAILABLE ED097858 FUNDING HISTORY,FY 74: 83810	PRIVATE ACCREDITATING AND PUBLIC FUNDING (CONTINUATION OF 32004)	NATL ACAD FOR PUB ADM FOUNDATION WASHINGTON, D.C. (N) 5/30/73 TO 8/31/74	GREEN OPBE	83810
34007		HEW-05-74-262 COMPLETED--REPORT AVAILABLE ED-- FUNDING HISTORY,FY 74: 49923	STUDY OF COOPERATIVE EDUCATION	CONSAD RESEARCH CORP. PITTSBURGH, PA. (P) 6/28/74 TO 7/15/75	HERSHNER OPBE	49923
34008		OEC-0-74-9330 COMPLETED--REPORT AVAILABLE FUNDING HISTORY,FY 74: 149894	A STUDY DESIGN FOR EVALUATION OF THE STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM	ARTHUR D. LITTLE, INC. CAMBRIDGE, MASS. (P) 6/30/74 TO 4/ 1/75	O'CONOR OPBE	149894
34010		OEC-0-74-9181 COMPLETED--REPORT AVAILABLE ED-- FUNDING HISTORY,FY 74: 93059 75: 14763	A STUDY OF THE IMPACT OF STUDENT FINANCIAL AID PROGRAMS, PHASE I	HIGHER EDN RESEARCH INSTITUTE LOS ANGELES, CALIF. (P) 6/30/74 TO 4/15/75	OKADA OPBE	107822
34011		OEC-0-74-8962 COMPLETED--REPORT AVAILABLE ED-- FUNDING HISTORY,FY 74: 15924	STUDY OF SPECIAL ALLOWANCE AND SERVICING COSTS IN THE GSLP	TECHNOLOGY MANAGEMENT CORP. CAMBRIDGE, MASS. (P) 6/17/74 TO 7/26/74	MORRISSEY OPBE	15924
35001		300-75-0076 COMPLETED--REPORT AVAILABLE FUNDING HISTORY,FY 75: 14500	AN EXAMINATION OF SELECT AREAS OF INSTITUTIONAL RESOURCE MANAGEMENT	COLUMBIA RESEARCH ASSOCIATES WASHINGTON, D. C. (I) 10/ 7/74 TO 4/15/75	O'CONOR OPBE	14500
35002		300-75-0110 COMPLETED--REPORT AVAILABLE FUNDING HISTORY,FY 75: 9500	NATIONAL PLANNING MODEL--PHASE III	WESTERN INTERSTATE COMM ON H.E. BOULDER COLO. (N) 10/24/74 TO 1/30/75	OKADA OPBE	9500
35003		300-75-0343 FUNDING HISTORY,FY 75: 359587	COOPERATIVE EDUCATION: A NATIONAL ASSESSMENT	APPLIED MANAGEMENT SCIENCES INC SILVER SPRING, MD. (F) 7/ 1/75 TO 6/30/77	HERSHNER OPBE	359587
35004		300-75-0382 FUNDING HISTORY,FY 75: 677200	STUDY OF IMPACT OF STUDENT FINANCIAL AID PROGRAMS--PHASE II (INCLUDES $150,000 BEOGS FUNDS)	HIGHER EDN RESEARCH INSTITUTE LOS ANGELES, CALIF. (P) 7/ 1/75 TO 12/31/77	HAINES OPBE	677200

SUMMARY OF PLANNING AND EVALUATION CONTRACTS AS OF DECEMBER 22, 1975

*SER. NO.	PROJ. CODE	CONTRACT NUMBER	DESCRIPTION OF CONTRACT	CONTRACTOR NAME, LOCATION, AND TYPE, START AND END DATES		PROJECT MONITOR & ORGANIZATION	OBLIG. DOLLARS
35005		300-75-0221	DATA BASE ESTIMATION OF IMPACT OF TITLE III HEA (DEVELOPING INSTITUTIONS)	HARVARD UNIVERSITY CAMBRIDGE, MASS. 6/30/75 TO 4/30/76	(P)	O'CONOR OPBE	135021
	FUNDING HISTORY, FY 75:	135021					
35006		300-75-0196	ANALYSIS OF GSLP DATA BASE	SYSTEMS GROUP INC. WASHINGTON, D.C. 5/ 1/75 TO 4/30/76	(P)	MORRISSEY OPBE	97700
	FUNDING HISTORY, FY 75:	97700					
35007		300-75-0383	STUDY OF FEDERAL ELIGIBILITY AND CONSUMER PROTECTION STRATEGIES	AMERICAN INSTITUTES FOR RESEARCH PALO ALTO, CAL. 7/ 1/75 TO 11/30/76	(N)	GREEN OPBE	227288
	FUNDING HISTORY, FY 75:	227288					
35008 COMPLETED		300-75-0129	DEVELOPMENT OF RESEARCH DATA BASE FOR GUARANTEED STUDENT LOAN PROGRAM	OPINION RESEARCH CORP. PRINCETON, N.J. 5/13/75 TO 9/ 1/75	(P)	MORRISSEY OPBE	24453
	FUNDING HISTORY, FY 75:	24453					
35009		IAD-0-74-036	TAXONOMIC ANALYSIS OF INSTITUTIONAL DOMAIN OF HIGHER EDUCATION	NATIONAL SCIENCE FOUNDATION WASHINGTON, D. C. 7/ 1/74 TO 6/30/75	(F)	SCHNERGREN BPE	61000
	FUNDING HISTORY, FY 75:	61000					
35010		P00-75-C093	ANALYSIS OF THE APPLICATION REVIEW PROCESS UTILIZING THE REGION V APPLICATION DATA FILES	GENERAL RESEARCH CORP MCLEAN, VA. 3/31/75 TO 4/30/75	(P)	ITC OPBE	4000
	FUNDING HISTORY, FY 75:	4000					
35201 COMPLETED		300-75-0111	CONFERENCE ON THE FINANCING OF POSTSECONDARY EDUCATION	EDUCATION COMM. FOR THE STATES DENVER, COLO. 5/ 1/74 TO 2/28/75	(N)	BAREFOOT BPE	24999
	FUNDING HISTORY, FY 75:	24999					

....................SUBTOTAL HIGHER EDUCATION 4776069

FUNDING HISTORY, FY	
67-69:	378654
70:	117075
71:	0
72:	530585
73:	1460752
74:	555049
75:	1733514

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                         SUMMARY OF PLANNING AND EVALUATION CONTRACTS AS OF DECEMBER 22, 1975

SER.  PROJ.                                                                      CONTRACTOR NAME,            PROJECT MONITOR   OBLIG.
NO.   CODE       CONTRACT NUMBER              DESCRIPTION OF CONTRACT            LOCATION, AND TYPE,         & ORGANIZATION    DOLLARS
                                                                                 START AND END DATES

4. EDUCATION PROFESSIONS DEVELOPMENT

44001        OEC-0-73-5174               LONGITUDINAL IMPACT STUDY OF THE     PACIFIC TRAINING & TECH ASST      HALL             263902
   COMPLETED--REPORT AVAILABLE           SIXTH CYCLE TEACHER CORPS PROGRAM    BERKELEY, CALIF.            (F)   OPBE
   ED098235,098240,1,106274,106299       (PROJECT BEGUN BY CONTEMPORARY        2/25/74 TO 12/31/74
                                         RESEARCH, INC.--SEE 42001)
   FUNDING HISTORY,FY 74:  259500

....................SUBTOTAL EDUCATION PROFESSIONS DEVELOPMENT            263902

   FUNDING HISTORY, FY 67-69:        0
                         70:        C
                         71:        0
                         72:        0
                         73:        C
                         74:   259500
                         75:        0
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SUMMARY OF PLANNING AND EVALUATION CONTRACTS AS OF DECEMBER 22, 1975

SER. NO.	PROJ. CODE	CONTRACT NUMBER	DESCRIPTION OF CONTRACT	CONTRACTOR NAME, LOCATION, AND TYPE, START AND END DATES		PROJECT MONITOR & ORGANIZATION	OBLIG. DOLLARS
5. EDUCATION FOR THE HANDICAPPED							
52001		OEC-0-72-4903 COMPLETED--REPORT AVAILABLE FUNDING HISTORY, FY 72: 252575 73: 36714 75: 23870	AN EVALUATION OF EDUCATIONAL PROGRAMS IN STATE OPERATED AND STATE-SUPPORTED SCHOOLS FOR HANDICAPPED CHILDREN (SEE 55001)	EXOTECH SYSTEMS, INC. GAITHERSBURG, MD. 6/19/72 TO 8/31/74	(P)	FLEMING OPPE	313163
53001		OEC-0-73-6639 COMPLETED--REPORT AVAILABLE ED101 5C1 FUNDING HISTORY, FY 73: 255556 74: 6300 75: 10300	ASSESSMENT OF VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS	OLYMPUS RESEARCH CORP. SALT LAKE CITY, UTAH 6/30/73 TO 12/30/74	(A)	SHULER OPBE	276156
53002		OEC-0-73-7029 CANCELLED FUNDING HISTORY, FY 73: 271630	ASSESSING THE NEEDS OF LOW-INCOME HANDICAPPED CHILDREN	EXOTECH SYSTEMS, INC. GAITHERSBURG, MD. 6/30/73 TO 11/30/74	(P)	RASMUSSEN OPBE	271630
53003		OEC-0-73-7030 FUNDING HISTORY, FY 73: 291187 74: 4941 75: 12337	AN ASSESSMENT OF THE AVAILABLE RESOURCES FOR SERVICES TO SEVERELY HANDICAPPED CHILDREN	ABT ASSOCIATES CAMBRIDGE MASS. 6/30/73 TO 11/15/75	(P)	MARONEY OPBE	308465
55001		300-75-0094 FUNDING HISTORY, FY 75: 11700	COMPLETION OF THE EVALUATION OF EDUCATIONAL PROGRAMS IN STATE OPERATED AND STATE SUPPORTED SCHOOLS FOR HANDICAPPED (COMPLETION OF 52001)	EFYK, OLIVER BETHESDA, MARYLAND 10/31/74 TO 2/14/75	(I)	FLEMING OPRE	11700

....................SUBTOTAL EDUCATION FOR THE HANDICAPPED 1181154

FUNDING HISTORY, FY	
67-69:	0
70:	0
71:	C
72:	252575
73:	859127
74:	11241
75:	58207

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                         SUMMARY OF PLANNING AND EVALUATION CONTRACTS AS OF DECEMBER 22, 1975

SER.  PROJ.                                                                     CONTRACTOR NAME,         PROJCT MONITOR  OPLTG.
NO.   CODE      CONTRACT NUMBER         DESCRIPTION OF CONTRACT                 LOCATION, AND TYPE,      & ORGANIZATION  DOLLARS
                                                                                START AND END DATES

6. LIBRARIES AND EDUCATIONAL TECHNOLOGY

63401        OEC-0-73-7057          DEVELOPMENT & PREPARATION OF HAND-    ASSN FOR ED COMMUN & TECHNOLOGY   SEIBERT       335276
   COMPLETED--REPORT AVAILABLE      BOOK OF TERMINOLOGY DEFINITIONS AND   WASHINGTON, D. C.             (K)  NCES
                                    UNITS OF MEASURE IN ED TECHNOLOGY      6/ 1/73 TO 11/31/74
                                    (TOTAL COST $63,642)
   FUNDING HISTORY,FY 73:   40000

64001        OEC-0-74-8674          FEDERAL ROLE IN CHILDREN'S TV         INDIANA UNIVERSITY                KIRSCHENBAUM   65423
   COMPLETED--REPORT AVAILABLE      PROGRAMMING                           BLOOMINGTON IND.              (A)  OPBE
   ED--                                                                    6/28/74 TO  3/31/75
   FUNDING HISTORY,FY 74:   62373
                      75:    7050

....................SUBTOTAL LIBRARIES AND EDUCATIONAL TECHNOLOGY            404699

   FUNDING HISTORY, FY 67-69:       0
                       70:         0
                       71:         0
                       72:         0
                       73:     40000
                       74:     62373
                       75:      7050
                      SUMMARY OF PLANNING AND EVALUATION CONTRACTS AS OF DECEMBER 22, 1975

SER.  PRCJ.
NO.   CODE      CONTRACT NUMBER          DESCRIPTION OF CONTRACT          CONTRACTOR NAME,              PROJECT MONITOR   OBLIG.
                                                                          LOCATION, AND TYPE,           & ORGANIZATION    DOLLARS
                                                                          START AND END DATES

B. GENERAL

84001          OEC-0-73-5174              SAMPLING OF COMMUNITY BASED RIGHT   PACIFIC TRAINING & TECH ASST   HALL         241490
   COMPLETED--REPORT AVAILABLE            TO READ PROJECTS                    BERKELEY, CALIF.          (P)  OPBE
   ED098540                                                                   10/15/73 TO  9/30/74
   FUNDING HISTORY,FY 74:  241490

85001          300-75-0098                TESTS OF ADULT FUNCTIONAL LITERACY: NORTHWEST REGIONAL LABORATORY   HALL          60000
   COMPLETED--REPORT AVAILABLE            AN EVALUATION OF CURRENTLY AVAIL-   PORTLAND ORE.             (N)  OPPE
                                          ABLE INSTRUMENTS                    10/ 1/74 TO  6/30/75
   FUNDING HISTORY,FY 75:   60000

85002          300-75-0263                ASSESSMENT OF STATE AGENCY          APPLIED MANAGEMENT SCIENCES INC  HALL       240580
                                          COMPONENT OF RIGHT TO READ          SILVER SPRING, MD.        (P)  OPBE
                                          PROGRAM                              4/ 1/75 TO  6/11/76
   FUNDING HISTORY,FY 75:  240580

85003          300-75-0352                STATE USES OF FEDERAL FUNDS         BOOZ, ALLEN & HAMILTON, INC.   RATTNER      905046
                                                                              WASHINGTON, D.C.          (P)  OPPE
   FUNDING HISTORY,FY 75:  905046                                              7/ 1/75 TO  7/ 1/77

....................SUBTOTAL GENERAL                                  1447116

   FUNDING HISTORY, FY 67-69:          0
                          70:          0
                          71:          0
                          72:          0
                          73:          0
                          74:     241490
                          75:    1205626
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SUMMARY OF PLANNING AND EVALUATION CONTRACTS AS OF DECEMBER 22, 1975

SER. NO.	PROJ. CODE	CONTRACT NUMBER	DESCRIPTION OF CONTRACT	CONTRACTOR NAME, LOCATION, AND TYPE, START AND END DATES	PROJECT MONITOR & ORGANIZATION	OBLIG. DOLLARS
9. MISCELLANEOUS						
94001		OEC-0-72-5017	SCHOOL FINANCE PROJECT	SYRACUSE UNIV. RESEARCH CORP. SYRACUSE N.Y. (N) 3/15/74 TO 3/14/75	SAUNDERS OPPE	47912
FUNDING HISTORY, FY 74: 47912						
94003 COMPLETED		SEVERAL	PURCHASE ORDERS $2500 OR LESS IN SUPPORT OF SCHOOL FINANCE PROJECT FY 1974-6	MISCELLANEOUS ( ) 4/ 1/74 TO 12/ 1/75	SAUNDERS OPPE	12475
FUNDING HISTORY, FY 74: 12475						
95001		P00-75-0211	A FURTHER STUDY OF ADJUSTMENTS AMONG SCHOOL DISTRICTS IN THE COSTS OF EDUCATIONAL INPUTS	BRAZER, HARVEY E. ANN ARBOR, MICH. (I) 4/15/75 TO 12/31/75	TRON BSS	10000
FUNDING HISTORY, FY 75: 10000						
95002		P00-75-0362	MEASURING DIFFERENCES AMONG THE FLORIDA SCHOOL DISTRICTS IN THE COST OF EDUCATION: AN ALTERNATIVE APPROACH	GOFFMAN, IRVING GAINESVILLE, FLA. (I) 6/10/75 TO 2/10/76	TRON BSS	5000
FUNDING HISTORY, FY 75: 5000						
95003		300-75-0320	TEACHER PRICE DIFFERENCES: A STUDY OF INTER-DISTRICT VARIATIONS IN CALIFORNIA	CALIFORNIA, UNIV. OF BERKELEY, CAL. (A) 6/19/75 TO 2/27/76	TRON BSS	8000
FUNDING HISTORY, FY 75: 8000						
95004		P00-75-0360	AN ANALYSIS OF THE MAINE SCHOOL FINANCE REFORM LAW OF 1973, AS AMENDED	MICHELSON, STEPHEN CAMBRIDGE, MASS. (I) 6/10/75 TO 12/10/75	TRON BSS	5000
FUNDING HISTORY, FY 75: 5000						
95005		P00-75-0359	AN ANALYSIS OF THE KANSAS SCHOOL DISTRICT EQUALIZATION ACT OF 1973, AS AMENDED	DAICOFF, DARWIN LAWRENCE, KANSAS (I) 6/10/75 TO 12/10/75	TRON BSS	5000
FUNDING HISTORY, FY 75: 5000						
95006		P00-75-0361	AN ANALYSIS OF THE WISCONSIN SCHOOL FINANCE LAW OF 1973, AS AMENDED	HANSEN, LEE MADISON, WIS. (I) 6/12/75 TO 2/12/76	TRON BSS	5000
FUNDING HISTORY, FY 75: 5000						
95007		P00-75-0364	AN ANALYSIS OF THE MICHIGAN SCHOOL DISTRICT EQUALIZATION ACT OF 1973	BRAZER, HARVEY E. ANN ARBOR, MICH. (I) 6/12/75 TO 2/12/76	TRON BSS	5000
FUNDING HISTORY, FY 75: 5000						
95008		P00-75-0417	PROBLEMS AND OPPORTUNITIES FOR SCHOOL FINANCE POSED BY DECLINING ENROLLMENTS: A SURVEY OF THE STATES AND SELECTED SCHOOL DISTRICTS	SYRACUSE UNIV. RESEARCH CORP. SYRACUSE N.Y. (N) 6/12/75 TO 2/28/76	TRON BSS	10000
FUNDING HISTORY, FY 75: 10000						

SUMMARY OF PLANNING AND EVALUATION CONTRACTS AS OF DECEMBER 22, 1975

SER. NO.	PROJ. CODE	CONTRACT NUMBER	DESCRIPTION OF CONTRACT	CONTRACTOR NAME, LOCATION, AND TYPE, START AND END DATES	PROJECT MONITOR & ORGANIZATION	OBLIG. DOLLARS
95009		300-75-0365	A STUDY OF THE SCHOOL FINANCE PROBLEMS AND OPPORTUNITIES POSED DECLINING ENROLLMENTS IN ILLINOIS	HICKROD, G. ALAN BLOOMINGTON-NORMAL, ILL. (I) 6/10/75 TO 1/10/76	TRON BSS	4500
FUNDING HISTORY, FY 75: 4500						
95049	COMPLETED	FUNDS TRANSFER	COMPUTER TIME IN SUPPORT OF PLANNING AND EVALUATION PROJECTS --FY 1975	DATA MANAGEMENT CENTER/OS/DHEW WASHINGTON, D.C. (F) 7/ 1/74 TO 6/30/75	DEVER OPBE	170000
FUNDING HISTORY, FY 75: 170000						
95051	COMPLETED	OEC-0-72-5017	SUPPORT FOR EDUCATIONAL POLICY RESEARCH CENTER--FY 1975	SYRACUSE UNIV. RESEARCH CORP. SYRACUSE N.Y. (N) 7/ 1/74 TO 6/30/75	AUSTIN ASE	295000
FUNDING HISTORY, FY 75: 295000						
95052	COMPLETED	OEC-0-72-5016	SUPPORT FOR EDUCATIONAL POLICY RESEARCH CENTER--FY 1975	STANFORD RESEARCH INSTITUTE MENLO PARK, CALIF. (N) 7/ 1/74 TO 6/30/75	AUSTIN ASE	180000
FUNDING HISTORY, FY 75: 180000						
95198	COMPLETED	SEVERAL	FIELD READER CONTRACTS SUPPORTING OPBE PLANNING AND EVALUATION PROJECTS--FY 1975--46	MISCELLANEOUS ( ) 7/ 1/74 TO 6/30/75	SEVERAL OPBE	20391
FUNDING HISTORY, FY 75: 20391						
95199	COMPLETED	SEVERAL	PURCHASE ORDERS $2500 OR LESS--OPBE--FY 1975--10	MISCELLANEOUS ( ) 7/ 1/74 TO 6/30/75	N.A. OPBE	17797
FUNDING HISTORY, FY 75: 17797						

....................SUBTOTAL MISCELLANEOUS 8C1075

FUNDING HISTORY, FY	
67-69:	0
70:	0
71:	0
72:	0
73:	0
74:	60387
75:	740688

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                    SUMMARY OF PLANNING AND EVALUATION CONTRACTS AS OF DECEMBER 22, 1975
SER.  PROJ.                                                        CONTRACTOR NAME,
NO.   CODE     CONTRACT NUMBER          DESCRIPTION OF CONTRACT    LOCATION, AND TYPE,   PROJECT MONITOR   OBLIG.
                                                                   START AND END DATES   & ORGANIZATION    DOLLARS

..................GRAND TOTAL   61797503

   FUNDING HISTORY, FY 67-69:    3634142
                          70:    4776692
                          71:    6840296
                          72:    4547406
                          73:   12883335
                          74:    5846205
                          75:   17417306
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APPENDIX C

Progress Report
on the
Implementation of Title I Evaluation Requirements
# of the new Section 151
# of the
Elementary and Secondary Education Act
as amended by P.L. 93-380

U.S. Office of Education
January 31, 1975

Previous legislation has required the Commissioner to evaluate all OE-funded programs including Title I of ESEA, and to report annually on their effectiveness.[1] The Education Amendments of 1974 (new Section 151 of the Elementary and Secondary Education Act) direct the Commissioner to conduct a number of specific evaluation activities with regard to Title I and allow a set-aside of up to one-half percent of program funds to accomplish these activities.[2] This report, required in subparagraph(g), responds to Section 151: first there are brief statements of the requirements, followed by a summary of USOE's response, and then a description of specific activities which comprise that response.

Requirements in the Legislation

1. Conduct independent evaluations describing and measuring Title I program and project impact (subparagraph(a)).
2. Develop and publish standards for program/project evaluation; provide evaluation models for SEA/LEA use which include uniform criteria and procedures which yield comparable data on a statewide and nationwide basis (subparagraphs (b), (d), and (f)).
3. Provide, where appropriate, for joint Federal/State sponsored evaluations (subparagraph (c)).
4. Provide technical assistance to SEA's to enable them

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1. General Education Provisions Act.

2. This same legislation increases the annual reporting requirements for all OE programs but these will not be dealt with here. It also mandates a number of other studies which, save one which has been incorporated into the Section 151 activities, will not be dealt with in this discussion.

to assist LEA's in implementing the evaluation models (subparagraph (e)).

5. Develop a system for the gathering and dissemination of information about effective projects and practices, and evaluation results to SEA's, LEA's, the education profession, and the general public (subparagraph (h)).

These five statements summarize the requirements of Section 151. (See the appendix for a copy of the section.) What follows is a summary of the way in which current and planned USOE efforts fulfill the requirements.

Summary of the response to the legislation

I. Conduct independent evaluations describing and measuring program and project impact. In the recent past we have initiated a number of evaluations of various aspects of Title I. Some have been new efforts, and others build upon previously completed evaluations. They have been designed by the Office of Education with data collection conducted under contract by independent educational research institutions and under the general direction of technical staff in OE's Office of Planning, Budgeting, and Evaluation. We believe this is the surest and most economical way of obtaining useful and objective evaluation information.

Under P.L. 93-380 we will continue this mode of operation by initiating:

(1) a new longitudinal study of the sustaining effects of Title I and similar programs on the acquisition of basic reading and math skills,

(2) a study of the impact of the Title I program for neglected and delinquent children, and

(3) an evaluation of the Title I Migrant Education Program.

In each case our objective will be to determine the overall progress of various local projects which comprise the total program. To the extent possible, we will also examine the relationship between the effectiveness of projects and their costs. In future years, we have plans to initiate evaluations of the Title I subprograms for migratory children and for children in State-operated schools for the handicapped.

II. Develop and publish standards for program/project evaluations. Much effort and money has been spent at state and local levels for the evaluation of Title I. Most of these efforts suffer from technical flaws making them of little value in judging program effectiveness. In addition, even when the evaluations are sound, the data usually are not comparable and therefore cannot be aggregated to draw national conclusions.

Although we do not believe that evaluation needs at the local, state, and federal level can all be met by the same approach, it is possible for the Office of Education to provide standards and uniform procedures for collecting and displaying data which will enhance the usefulness of the information at each decision making level. It is also possible to suggest evaluation models which avoid the pitfalls that have invalidated many previous Title I evaluations.

Our approach is two-fold. First, with respect to purely technical matters, we are developing and will disseminate to the states, useful evaluation designs which can be applied to a variety of operating conditions and constraints. Second, we will work with the states and localities to develop standards for collecting data (e.g., time and condition of test administration) and displaying evaluation findings, (e.g., the ways of aggregating data). The point is to strive for uniform procedures among options, all of which may be technically correct. If we succeed in these two efforts, the utility of state and local Title I evaluations will be greatly increased.

III. Provide, where appropriate, for joint federal/state sponsored evaluations. To the extent that we can obtain agreement with the states on evaluation designs and uniform procedures, the evaluations presently required of states by USOE will become joint federal/state efforts. That is, the states would be able to meet their own evaluation needs for administering Title I, and USOE could aggregate the results across states to draw overall conclusions about the effectiveness of the program as well as compare programs from state to state. State reports could thus provide a useful supplement to the more carefully controlled but less frequent federal evaluations.

IV. Provide technical assistance to SEA's. Based upon state needs and in accordance with the evaluation models and standards under development, we will provide technical assistance to state agencies. The first step will be to determine state needs and desires for technical assistance. To make this determination as specific and practical as possible, it will be done in conjunction with the joint federal/state development of uniform evaluation procedures. That is, in the development of those procedures, requirements for technical assistance may emerge.

Once we have determined the nature and magnitude of technical assistance requirements, ways of providing the assistance will be developed. Our current impression is that the needs will vary considerably from state to state.

V. Develop a system for the gathering and dissemination of effective projects, practices and evaluation results. We presently have a system for the dissemination of results from USOE evaluations within the Executive Branch, to the Congress, the General Accounting Office, the Council of Chief State School Officers, and the general public. The result is widespread distribution of Executive Summaries of federally conducted evaluations and more limited distribution of the full technical reports.

Within the Office of Education there is also an effort to translate evaluation findings into policy recommendations. Using the evaluation findings as a basis for examining alternative policy and program actions, the Commissioner of Education selectively recommends adoption of certain alternatives.

The USOE has recently initiated a system for gathering and disseminating information about effective educational projects and practices. Those potentially worth disseminating are identified on the basis of local, state, and federal evaluations. Upon the initiative of USOE program offices, evidence on effectiveness is presented to the Dissemination Review Panel, a group drawn from various USOE organizational units. If the evidence is found acceptable, the project or practice is validated as exemplary. From that point a variety of dissemination mechanisms have been tried in the past, and further refinements and new organizational responsibilities are under consideration.

Table I and descriptions of specific activities which follow amplify this summary of USOE's response to the legislation. In the table, the manner in which the specific activities relate to each requirement is illustrated. The paragraph descriptions then correspond to the numbered activities.

Table 1 The manner in which USOE activities fulfill the requirements of P.L. 93-380.

	Requirements				
Activities	I. Conduct evaluations	II. Develop evaluation standards and models	III. Provide for joint Federal/State evaluations	IV. Provide Technical Assistance to SEA's	V. Develop dissemination systems
1. Study of Compensatory Reading (C)	X				
2. Study of Sustaining Effects of Compensatory Education (P)	X				
3. Evaluation of the Migrant Education Program (P)	X	X			
4. Development of an Evaluation Design for the Neglected and Delinquent Program (C)		X			
5. Evaluation of the Neglected and Delinquent Program (P)	X				
6. Study of State-operated Programs for the Handicapped (C)	X				
7. Analysis of State Title I Evaluation Reports by USOE (C)			X		
8. Development of Model Title I Reporting Systems (C)		X	X		
9. Survey of Technical Assistance Needs and Design of a Field Test of the Title I Model Reporting Systems(P)	X		X	X	
10. Development of Evaluation Models and Validation Procedures (C)		X		X	
11. Dissemination of Evaluation Results (C)					X
12. Dissemination of Information About Exemplary Educational Projects (C)					X

Specific Activities

Several of the legislative requirements are addressed by on-going or nearly-completed activities; others are proposed for the near future. Current activities are indicated by a (C); those which are planned are indicated by a (P).

1. Study of Compensatory Reading (C)

This nearly completed study was designed to assess:

(1) the overall impact of compensatory reading programs with particular emphasis on Title I,

(2) differential levels of effectiveness associated with different approaches to compensatory reading, and

(3) the varying costs associated with those approaches.

Based on detailed data about project activities, cost, and achievement levels from a representative sample of compensatory reading projects, the study will produce information about the trade-offs involved among project approaches, costs, and resulting levels of effectiveness. In addition, the analyses will yield information useful to program managers, such as the types of reading activities which are most successful with different age groups.

This study was designed and supervised by OE's Office of Planning, Budgeting, and Evaluation, and carried out under contract by the Educational Testing Service with the cooperation of participating state and local educational agencies.

2. Study of the Sustaining Effects of Compensatory Education (P)

While there is evidence of positive short term effects from some compensatory education efforts (e.g., better-than-average gains during the school year in which children are exposed to a program), economically disadvantaged children in general are still educationally behind their more advantaged peers. Some explanations include the possibility that gains acquired by disadvantaged children are not sustained once they no longer participate in a special program or that gains acquired during the school year are lost over the summer.

To assess the presence or absence of sustaining effects, OE has designed a new evaluation to collect and analyze data about children participating in various compensatory projects, and to measure their achievement over a three-to-five year period.

In addition to achievement testing in reading and math, data will also be collected on the nature of the compensatory projects, the costs on a per child basis, and on factors such as motivation and self-esteem which are commonly believed to be partial determinants of academic achievement. With this kind of information it should be possible to identify the more successful and desirable approaches to compensatory education and then to upgrade the overall effectiveness of Title I and similar programs. Throughout the study the results will be reported periodically, with respect to individual projects as well as collectively. In addition, of course, the results will be accumulated over time in order to address the question of sustaining effects.

We have also decided to incorporate within this study the survey required by section 417(a)(2) of the General Education Provisions Act as added by P.L. 93-380 of the numbers of economically and/or educationally disadvantaged children who do or do not receive Title I services. This "Participation Study" requires us to gather information about eight different categories of children as indicated by the eight sections of the table below.

	Economically Disadvantaged	Not Economically Disadvantaged
Educationally Disadvantaged	Title I Participants Non Title I Participants	Title I Participants Non Title I Participants
Not Educationally Disadvantaged	Title I Participants Non Title I Participants	Title I Participants Non Title I Participants

Public Law 93-380 states that the definition of economically disadvantaged should be the same as that used to count children for the purpose of Title I allocation. Since the count depends primarily on 1970 census data, many children counted for the census are no longer in school and many others are now in school who were of pre-school age in 1970. In addition, of course, the economic status of many families has changed. Information on children presently in school is not generally available from the schools and will have to be collected on a sample basis by survey methods.

The new law also defines an educationally disadvantaged child as one who is one or more years behind the achievement level expected. This information is also not now available and must be obtained by administering achievement tests to a sample of children. By careful design of the sample of school districts, schools, and children, we can combine the Participation Study with the Study of Sustaining Effects of Compensatory Education at considerable savings in overall data burden and cost.

In sum, the main purpose of the Participation Study is to estimate the numbers of children in each of the eight categories defined by the law. Since there are presently no good nationwide estimates for those categories and no existing data upon which to base such estimates, we will obtain the necessary information by drawing a random sample of pupils in the nation and by administering achievement tests and other data-gathering instruments. This will identify the educational level, economic status and Title I participation status of each pupil in the sample. In so doing we shall, of course, observe the confidentiality and anonymity requirements of the "Family Educational Rights and Privacy Act of 1974."

3. Evaluation of the Migrant Education Program (P)

The Migrant Education Program is an important and growing sub-program within Title I. The program attempts to improve educational opportunities for a target population facing problems which are probably more severe than for any other group. Just as movement from school to school makes it hard to provide effective educational programs for migrant children, it also makes design of appropriate program/project evaluations very difficult. For example, children may be in some schools so briefly that even good projects do not have time to show effects. The children may then move on to other schools with different objectives and different educational approaches so that migrant students miss the systematically sequenced and sustained educational programs available to most non-migrant children.

The aim of this project is to conduct an evaluation of the overall impact of the Title I Migrant Program and hopefully to develop the design in such a way that the relative effectiveness of various approaches to migrant education can be assessed. It will focus on both cognitive and affective child outcomes in addition to project activities and costs. As a result of the study's intensive design phase, it will also produce evaluation models for use at state and local levels.

4. Development of an Evaluation Design for the Educational Programs in Institutions for Neglected and Delinquent Children (C)

Approximately $28 million of Title I money is annually provided to institutions offering educational programs for neglected and delinquent children. Evaluation of these educational programs is complicated by their locations in institutions established for other purposes: attainment of educational goals must be coordinated with those of the institution itself; the populations served are not homogenous with respect to abilities; varying lengths-of-stay dictate non-uniform program durations; and the children's movements to and from the institutions pose specific problems for the provision of Title I services to them.

In recognition of evaluation problems posed by the unusual setting for the Title I Neglected and Delinquent sub-program, a project was initiated about one year ago to design an appropriate evaluation. This work, under contract, is nearing completion, and the evaluation will be initiated in FY 75.

5. Evaluation of Educational Programs in Institutions for Neglected and Delinquent Children (P)

Incorporating the recently completed evaluation design, a study will be undertaken to assess the impact of Title I services in state institutions for neglected and delinquent children. The children's achievement levels in the basic skills, their growth during the program, and the ease of their transition into other educational settings will be assessed in a representative sample of state-operated institutions.

6. Study of State-operated Programs for the Handicapped (C)

A study is presently underway to assess the impact of services provided under Title I to handicapped children in state-supported and state-operated schools. This entails the examination of the degree to which services to these children have been increased, how much the educational programs themselves have been changed, the levels of effectiveness associated with such changes, and whether or not the federal funds have had a stimulator effect on state funding.

7. Analysis of State Title I Reports (C)

The Title I legislation requires states to periodically submit reports to the Commissioner of Education regarding the effectiveness of the program in improving the educational attainment of educationally deprived children. Three years ago an effort was made to aggregate the information in State reports and to draw conclusions from the evidence presented. That effort resulted in the report by the American Institutes of Research (AIR) entitled "ESEA Title I: A Reanalysis and Synthesis of Evaluation Data from Fiscal Year 1965 Through 1970," which found that state evaluation reports did not provide nationally representative and valid impact data, comprehensive participation data, or expenditure data.

Since the most recent reports included in that analysis were from 1970, and since much effort has been addressed since then at improving the state evaluation reports, the present study was initiated in Spring 1974 and will include analysis of state reports for fiscal year 1971-74. The report from this study will be available in Spring 1975 and will provide an overall picture of the effectiveness of Title I as reported by the State administrators of the program.

Since the procedures being followed are essentially the same as those used in the earlier reviews, we will be able to determine if the usefulness of the state reports and the actual effectiveness of Title I projects are improving. Coupling the synthesis of state Title I reports with the results from the previously discussed study of Compensatory Reading Programs, we should have a good assessment of the effectiveness of Title I.

8. Development of Model Title I Reporting Systems (C)

This on-going activity is aimed at improving the usefulness of state Title I reports. Analyses of such reports have shown that there is substantial state-to-state variation in the kind of information presented as well as in the quality of the underlying approaches to evaluation. In conjunction with the previously described project to reanalyze data in recent state Title I reporting systems, we have contracted for the development of model Title I reporting systems.

The reporting systems will encompass recommendations for the entire range of program evaluation and reporting activities. For example, they will suggest the appropriate achievement test-analysis matches, some analytical techniques to facilitate interpretation of the data, and reporting formats which will yield comparable data on a state-to-state basis. These procedures are being developed in consultation with state educational agencies for feasibility and compatibility with statewide assessment systems The results will directly address requirements (b), (d), and (f) of Section 151.

9. Survey of Technical Assistance Needs and a Field Test of the Proposed State Title I Reporting Models (P)

The new reporting systems are not being developed without state and local input; nor should they be implemented without it. Unavoidably, they will create a variety of problems initially for various states. Therefore, they are to be documented and discussed with all state educational agencies and a sample of local agencies to assess their implications. Specifically, a contractor will explore with SEA and LEA personnel their needs for technical assistance, different materials, skilled personnel, etc.

Interviews in all SEA's and in a sample of LEA's will yield information necessary for later USOE decisions about implementation of the reporting systems. Anticipating a field test of the reporting systems in a sample of states, the contractor will organize the findings of the survey into a design specifying the necessary state/federal coordination in such a field test, the states which would best reflect overall general difficulties in implementing the systems, and projected costs for a field test.

One other outgrowth of this comprehensive survey of state evaluation practices and technical assistance needs will be a clarification of the most productive means for the joint federal/state sponsorship of program evaluations. Based on this information and on later revisions of evaluation requirements, appropriate activities will be identified.

Also based upon the survey of state needs for technical assistance in the evaluation area, and assuming that a substantial need is expressed, the Office of Education will, in future years, develop the means to offer the necessary assistance in accordance with Section 151 (e).

11. Development and Dissemination of Evaluation Models and Validation Procedures (C)

In accordance with legislative requirements, a substantial amount of Title I evaluation is conducted at the local school district level. Considerable experience has been accumulated from trying to interpret reports from the local level, and we intend to draw upon that experience in meeting the requirements of P.L. 93-380 for the development of evaluation procedures for use by local and state agencies.

Specifically, we will publish a series of practical handbooks for use by state and local officials in the evaluation of compensatory education programs and projects. Two such handbooks have already been developed and will soon be disseminated to State officials. One handbook is entitled Evaluating Cognitive Growth in Educational Projects and is intended primarily for local project directors and evaluators. It describes the advantages and disadvantages of five acceptable evaluation models for compensatory education. The handbook also describes twelve commonly observed practices which may invalidate otherwise sound evaluations. If the recommendations in the handbook are followed, the quality of local evaluations will be substantially upgraded.

A second handbook entitled A Procedural Guide for Validating Achievement Gains in Educational Projects is intended primarily for staff at the State level as a basis for judgments about project effectiveness. It provides a systematic way of either validating the local results or identifying flaws in data collection and/or analysis procedures which prevent conclusions from being drawn. This handbook thus provides State Title I administrators with the means to upgrade local evaluations.

Several other handbooks are under consideration for development including ones which deal with certain Title I sub-programs, such as the Migrant Program and the Program for Neglected and Delinquent Children, which pose unusual evaluation problems. Because of the potentially large audience for the handbooks, the series will be published by the Government Printing Office. Depending upon the results of the technical assistance survey, discussed elsewhere, some training in the use of the handbooks may be offered.

11. Dissemination of Evaluation Results (C)

A system already exists for the widespread dissemination of all national program evaluations and we do not, at present, intend to develop a different approach for Title I evaluation results.

An Executive Summary prepared by OE's Office of Planning, Budgeting and Evaluation, outlines the purpose of the study, the procedures followed and the major findings. The summary is the main device for communicating evaluation results to non-technical audiences and as such, it is widely distributed to members of the relevant Congressional Committees and their staffs, the Chief State Schools Offices, the General Accounting Office, and various officials in the Executive Branch. A somewhat more limited official distribution is made of the full technical report, and it is made available to the general public through both the Educational Resource Information Center and the National Technical Information Service.

The key implications of federally sponsored evaluation findings in terms of alternative legislative, research, and management actions are also input for the Commissioner's recommendations for USOE program policies. In this sense, the results of program evaluations are disseminated widely.

12. Dissemination of Information About Exemplary Education Projects (C)

The Office of Education is responsible for disseminating information about effective projects and programs supported by OE funds, and P.L. 93-380 now provides a specific mandate in the case of ESEA Title I. The validation procedures described below apply to all programs including Title I.

Projects identified on the basis of local, State, or federally sponsored evaluation studies can become candidates for dissemination at the Federal level. The evidence for effectiveness is reviewed by an eleven-member Dissemination Review Panel drawn from various organizational units within the Office of Education*. If the Panel concludes that the evaluation procedures employed were sound and that the results are educationally significant, it approves the project for dissemination by OE as an exemplary practice. The dissemination of information about a project can take several forms. One way which has been used in the past Title I projects is to publish and disseminate written materials describing effective projects. Another means has been to conduct Education Fairs where developers and operators of effective projects are brought together with potential adopters from other school districts so that they may exchange information directly.

The most recently proposed dissemination strategy has been the concept of Project Information Packages (PIP's). Very detailed, how-to-do-it packages have been developed for six validated compensatory education projects (five of which were partially funded by Title I). The PIP's are undergoing field tests and evaluation in 53 schools across the country. OE's Office of Planning, Budgeting, and Evaluation and Bureau of School Systems share responsibility for this program which has its own Congressional appropriation.

These specific mechanisms for disseminating information about exemplary educational approaches and those discussed earlier with respect to the results of program evaluations operate in addition to more frequent, less formalized publication practices. For example, press releases, professional reports, and briefings are prepared and disseminated often.

This completes the list of activities which we have underway or planned for Fiscal Year 1975. Cost projections for activities (1) through (12) shown in Table 1 and discussed above for a five-year period have been developed and examined fairly throughly. Assuming a Title I appropriation of roughly 1.9 billion dollars per year, the one-half percent set-aside of this total yields about $9.5 million per year. Since for each of the first three years NIE gets $5.0 million,this leaves up to $4.5 million per year for Title I evaluations. To support the activities discussed herein, then, some additional monies will have to come from the general evaluation fund in FY's 75, 76, and 77. However, in FY 78 and thereafter, when the $5.0 million that now go to NIE become available, the Title I evaluation activities should be supported solely from the half percent set-aside.

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*The Panel is currently being expanded to 22 members to include representation from NIE.

This overview of the response of USOE to the requirements in P.L. 93-380 has described general and specific activities intended to fulfill the responsibilities assigned this agency. Some are continuations of previous efforts, and some represent new emphases. As an integrated whole, they will provide greater insight into some of the more pressing concerns in compensatory education: which methods can best remedy basic skills disadvantagement, the degree to which educationally disadvantaged populations overlap those of the economically depressed areas such that provision of services to the latter can address problems of the former, and the most promising avenues by which to incorporate both federal and state educational goals and administrative priorities into program evaluations.

Appendix: Copy of new Section 151 of ESEA as amended by P.L. 93-380

"PROGRAM EVALUATION

20 USC 241o.

"SEC. 151. (a) The Commissioner shall provide for independent evaluations which describe and measure the impact of programs and projects assisted under this title. Such evaluations may be provided by contract or other arrangements, and all such evaluations shall be made by competent and independent persons, and shall include, whenever possible, opinions obtained from program or project participants about the strengths and weaknesses of such programs or projects.

Standards.

"(b) The Commissioner shall develop and publish standards for evaluation of program or project effectiveness in achieving the objectives of this title.

Studies.

"(c) The Commissioner shall, where appropriate, consult with State agencies in order to provide for jointly sponsored objective evaluation studies of programs and projects assisted under this title within a State.

Models.

"(d) The Commissioner shall provide to State educational agencies, models for evaluations of all programs conducted under this title, for their use in carrying out their functions under section 143(a), which shall include uniform procedures and criteria to be utilized by local educational agencies, as well as by the State agency in the evaluation of such programs.

79 Stat. 32; 81 Stat. 787; 84 Stat. 126. 20 USC 241e.

Technical assistance.

"(e) The Commissioner shall provide such technical and other assistance as may be necessary to State educational agencies to enable them to assist local educational agencies in the development and application of a systematic evaluation of programs in accordance with the models developed by the Commissioner.

"(f) The models developed by the Commissioner shall specify objective criteria which shall be utilized in the evaluation of all programs and shall outline techniques (such as longitudinal studies of children involved in such programs) and methodology (such as the use of tests which yield comparable results) for producing data which are comparable on a statewide and nationwide basis.

Report to congressional committees.

"(g) The Commissioner shall make a report to the respective committees of the Congress having legislative jurisdiction over programs authorized by this title and the respective Committees on Appropriations concerning his progress in carrying out this section not later than January 31, 1975, and thereafter he shall report to such committees no later than January 31 of each calendar year the results of the evaluations of programs and projects required under this section, which shall be comprehensive and detailed, as up-to-date as possible, and based to the maximum extent possible on objective measurements, together with any other related findings and evaluations, and his recommendations with respect to legislation.

Annual reports.

Information gathering and dissemination systems.

"(h) The Commissioner shall also develop a system for the gathering and dissemination of results of evaluations and for the identification of exemplary programs and projects, or of particularly effective elements of programs and projects, and for the dissemination of information concerning such programs and projects or such elements thereof to State and local educational agencies responsible for the design and conduct of programs and projects under this title, and to the education profession and the general public.

Appropriations, limitation.

"(i) The Commissioner is authorized, out of funds appropriated to carry out this title in any fiscal year, to expend such sums as may be necessary to carry out the provisions of this section, but not to exceed one-half of 1 per centum of the amount appropriated for such program, of which $5,000,000 for each fiscal year ending prior to July 1, 1977, shall be available only for the surveys and studies authorized by section 821 of the Education Amendments of 1974.".

Post, p. 599.